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ABSTRACT

This elementary school curriculum guide is intended to develop an understanding of the emotions involved in stressful changes in life and to teach coping skills for dealing with those changes. The focus is on changes caused by divorce, remarriage, or death of a parent. The first 38 lessons are designed for the classroom. The remaining 15 are designed for small counseling groups. Most of the classroom lessons are presented twice, once for primary students and again for intermediate students. They are organized into the following seven units based on different stages of the coping process: introduction, denial, anger, bargaining, depression, acceptance, and hope. These stages are also the subjects of the counseling group lessons. The lessons are presented with a theatrical theme and include the following components: stage (lesson title), scene (lesson objective), focus (behavioral objective), props (materials needed), script (teacher information and instructions), action (activity), finale (closure activity), encore (transfer activity), and epilogue (optional activity). Many experiential, role-playing, and imagery exercises are used. Also included in this document are a school implementation guide which provides guidelines for implementing the STAGES program, a media resource list which cites filmstrips, fiction and nonfiction books, and a seven-item reference bibliography. (DC)

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STAGES

Education for Families in Transition

ACKNOWLEDGEMENTS

PROJECT DIRECTOR

William Benn

PROJECT ADMINISTRATOR

Nancy Richards

ADMINISTRATIVE PSYCHOLOGIST

Elaine Hodges

PROJECT CONSULTANT

Christine Howald

PROJECT PRINCIPAL

Ron Moreland

OFFICE PERSONNEL

Gerry Czarnecki

PROJECT DEVELOPMENT

Judy Senning-Brown - Psychologist
Barbara Damron - Counseling Staff
Raylene Hayes - Counseling Staff
Gil Martinez - State Consultant
Bunny Nurick - Curriculum Coord.
Marie Otto - Evaluation Consultant
Kate Pavich - Counseling Staff
Donna Rosenheck - Office Personnel
Helen Troy - Office Personnel

THEORETICAL MODELS

Marilyn Bates
David Kiersey
Elizabeth Kubler-Ross

...Credits...

BOARD OF EDUCATION

Elizabeth "Lee" Sicoli, President
Buff White, Clerk
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T. John Nakaoka, Member

SUPERINTENDENT

A. Stanley Corey

DEPUTY SUPERINTENDENT - SPECIAL PROGRAMS, EVALUATION AND DEVELOPMENT

Bruce Givner, Phd.

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Guidance Projects Office ● 31B West Yale Loop ● Irvine, California 92714 ● (714) 552-4882

Irvine Unified School District

ESEA Title IV-C

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CALIFORNIA CENTERS FOR EDUCATIONAL IMPROVEMENT

NORTHERN
Office of the Butte County Superintendent of Schools
5A County Center Drive
Oroville, CA 95965

CENTRAL
Office of the Santa Clara County Superintendent of Schools
100 Skyport Drive
San Jose, CA 95115

SOUTHERN
Office of the Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey, CA 90242

PROJECT OVERVIEW

CATALOG NUMBER: FP 000 370

PROJECT TITLE: STAGES: Education For Families In Transition (K-8)

LOCAL EDUCATIONAL AGENCY:

Irvine Unified School District

ABSTRACT:

STAGES: Education For Families In Transition spotlights the needs of the single parent within the school system. STAGES was developed to address the problems of children experiencing family transitions and to help them cope with the effects of divorce or death, or other unpleasant situations in their families. STAGES increases coping skills through experientially-based curriculum on the process of adjustment. Fifty-three lessons relating to the effects of change increase children's understanding of their feelings and help them in adapting to these changes. In addition, a small counseling group curriculum works at a more intense level with children whose families are in transition. STAGES is designed to implement coping skill training and to increase the intervention skills of parents and teachers. The lessons contain many experiential activities through which students can develop their skills. Topics included are: Denial, Anger, Bargaining, Depression, Acceptance, and Hope.

ADDRESS:

Irvine Unified School District
Guidance Projects Office
31B West Yale Loop
Irvine, CA 92714

CONTRACT: ESEA Title IV-C, #5845

PUBLICATION DATE: 1982

STATUS: Active

DESCRIPTORS:
- Attitude Change
- Behavior Problems
- Counseling
- Discipline
- Experiential Learning
- Family Life
- Guidance
- Intervention
- One Parent Family
- Parent Participation
- Self Concept

TARGET GROUP(S):
- Counselors
- Elementary School Students
- Elementary School Teachers
- One Parent Family

TEACHING METHODS:
- Counseling Techniques
- Directed Reading Activity
- Discussion
- Experiential Learning

LEARNING ACTIVITIES:
- Role Playing
- Simulation

PROJECT MATERIALS:

Catalog Number	Title	Site
FD 002 077	STAGES Curriculum (K-8)	C/N/S
FD 002 078	STAGES Handbook (K-8)	C/N/S
FD 002 079	STAGES Primary and Intermediate Workbooks (K-8)	C/N/S
FD 002 080	STAGES Task Cards (K-8)	C/N/S
FM 000 374	STAGES Audiotapes (K-8)	C

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Preface

Changing our lives is often difficult; adjusting to changes imposed on us is even more difficult. We often go through several stages in making an adjustment to change. During this process we learn to accept the change and grow, but first we may stagnate or regress for a period of time.

Many times children are required to adjust to a variety of major life changes, such as:

- the loss of a relative or a pet
- moving to a new area or changing schools
- having a brother or sister born or adopted
- living away from home or being hospitalized
- experiencing a parent's death, divorce, or remarriage

Some of the most difficult changes in a child's life are the divorce, remarriage, or death of a parent. In a society where one out of two marriages end in divorce and 20% of the children in the United States live in single parent homes, the need to learn to cope with change is immediate. Failure in learning coping skills is seen daily in our schools where children in crisis act out or stagnate academically.

STAGES is a program for teachers, counselors, and parents to offer coping skills to children of elementary school age. It is the primary goal of STAGES to teach coping skills that promote improved academic achievement, self-concept, and student behavior. STAGES curriculum contains lessons on coping skills successfully used by teachers in the classroom or in small groups. Additional lessons on coping with family transitions, such as divorce and remarriage, are also included. These are most helpful with students in small counseling groups.

When students acquire the necessary skills to cope with changes in the family, they are better prepared for living in the society of the 21st century.

Introduction

Project STAGES developed from research and needs assessment with staff, students, and parents that indicated 25% of the students in the district live in single parent homes. These students represent 60-80% of the discipline referral problems and enrollment in remedial reading and special education programs. School-related difficulties sometimes seen in students from single parent homes include: lower achievement test scores; poor self-esteem; and behavior problems, such as acting out or withdrawing. A child's adjustment to the change in his/her family can take up to five years and is correlated with decreased academic and emotional growth during this time.

Learning to cope with major life change is difficult, regardless of a person's age. Children, especially, rarely initiate change and may feel it emotionally as a loss of security in the relationship. We also know that children can be resilient in their ability to cope and that the reaction to stress is different with each child. As parents and teachers we know we cannot protect children from stresses or changes in life. We can only prepare and support them as they acquire skills to assume their role with the future generation.

Project STAGES has been developed to meet the needs of children experiencing family transitions with lessons to be used in the classroom or in counseling groups. By increasing coping skills through experientially-based curriculum on the process of adjustment, children can benefit and apply these skills to many areas of life. Lessons have been developed for use at both the primary (grades 1-3) and intermediate (grades 4-8) levels. In addition, small counseling group curriculum has been developed to work at a more intense level with children whose families are in transition. A school implementation guide is included for use with the curriculum. This guide outlines valuable steps to implement a STAGES program in the school.

The curriculum of the project provides lessons on the process of adjustment to change in the following areas:

- Introduction
- Denial
- Anger
- Bargaining
- Depression
- Acceptance
- Hope
- Counseling Group Curriculum

The goal of Project STAGES is two-fold--to implement coping skill training with students and to increase the level of understanding and intervention skills for teachers and parents. Through this combined effort, students are able to develop personal resources and self-understanding which will support them throughout life.

STAGES lessons contain many experiential activities through which students can develop their skills. Role-playing and imagery exercises are used to enhance the transfer of the learned skill to real life situations. Through these and other activities, students have the opportunity to experience situations and practice skills to develop their personal resources. There are a variety of activities in the curriculum for teachers to experiment with to find the most successful teaching mode, given individual teaching styles and student needs.

The format for the lessons follows a theatrical theme:

Lesson Title = STAGE
Lesson Objective = SCENE
Behavioral Objective = FOCUS
Materials Needed = PROPS
Teacher Information = SCRIPT
Activity = ACTION
Closure Activity = FINALE
Transfer Activity = ENCORE
Optional Activity = EPILOGUE

Lessons have been structured to minimize preparation time, and, in an effort to accomplish this, the sections have been written in a specific manner. The sections SCRIPT, ACTION, FINALE, and ENCORE are written as a teacher would present them to students. These are examples and guidelines--you are encouraged to alter them to blend with individual teaching and student personality styles.

And now, ON WITH THE SHOW!

STAGES Products

STAGES CURRICULUM	Comprehensive experiential education for primary and intermediate level elementary school students for the development of coping skills. Lessons provide instruction in positive adjustment to major life change experienced by students.
AUDIOTAPES	Two 60-minute audiotapes can be used in conjunction with the curriculum lesson per teacher preference. Provides a resource to the teacher for use with individual students who can benefit from repetition of the activity.
TASK CARDS	36 activities to be used as a resource for the teacher when a student can benefit from additional instruction of a lesson. Task cards are cross-referenced with the audiotapes and provide additional activities in each area.
ACTIVITY CHART	A classroom chart (17"x22") describing STAGES. To be used as a visual resource for the teacher during presentation of the curriculum.
MEDIA RESOURCE LIST	A reference list for teachers of available books and media aides which relate to lesson topics.
SCHOOL IMPLEMENTATION GUIDE	A valuable manual providing information needed to implement a STAGES Program in a school. Describes staff development and parent education activities useful for the coordination of the program at a site.
STAGES HANDBOOK	A booklet to be used for training parents and school staff in supportive techniques for children experiencing major life changes.

Table of Contents

Page

SECTION I: INTRODUCTION

Act 1 Primary & Intermediate — Developing Awareness of Differences in People and Families 1

Act 2 Primary — Developing Awareness of Changes that Produce Stress . Survey of Changes 3

Act 2 Intermediate — Developing Awareness of Changes that Produce Stress . Stress Survey 6

Act 3 Primary — Developing Awareness of Stress-Related Changes. . . . 9

Act 3 Intermediate — Developing Awareness of Stress-Related Changes. . . . 12

Act 4 Primary & Intermediate — Developing Awareness of Relaxation Techniques 15

SECTION II: DENIAL

Act 5 Primary — Developing Understanding of Denial. 20

Act 5 Intermediate — Developing Understanding of Denial. 26

Act 6 Primary — Developing Awareness of Denial 29

Act 6 Intermediate — Developing Awareness of Denial 30

Act 7 Primary — Developing Awareness of the Different Ways Denial is Experienced 33

Act 7 Intermediate — Developing Awareness of the Different Ways Denial is Experienced 39

Act 8 Primary — Developing Ability to Find Techniques to Deal with Denial and Move into Another Stage. 45

Act 8 Intermediate — Developing Ability to Find Techniques to Deal with Denial and Move into Another Stage. 48

Act 9 Primary — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource 51

Page

Act 9 Intermediate — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource 54

Act 10 Primary — Developing Ability to Deal with Stress Through the Use of Relaxation 57

Act 10 Intermediate — Developing Ability to Deal with Stress Through the Use of Relaxation 61

SECTION III: ANGER

Act 11 Primary — Developing Understanding of Anger 65

Act 11 Intermediate — Developing Understanding of Anger 69

Act 12 Primary — Developing Awareness of Anger 76

Act 12 Intermediate — Developing Awareness of Anger 81

Act 13 Primary — Developing Awareness of the Different Ways Anger is Experienced 86

Act 13 Intermediate — Developing Awareness of the Different Ways Anger is Experienced 92

Act 14 Primary — Developing Ability to Find Techniques to Deal with Anger and Move into Another Stage 98

Act 14 Intermediate — Developing Ability to Find Techniques to Deal with Anger and Move into Another Stage 100

Act 15 Primary — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource 103

Act 15 Intermediate — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource 106

Act 16 Primary — Developing Ability to Deal with Stress Through the Use of Relaxation 109

Act 16 Intermediate — Developing Ability to Deal with Stress Through the Use of Relaxation 112

SECTION IV: BARGAINING

Page

Act 17 Primary — Developing Understanding of Bargaining. 115

Act 17 Intermediate — Developing Understanding of Bargaining. 119

Act 18 Primary — Developing Awareness of Bargaining. 130

Act 18 Intermediate — Developing Awareness of Bargaining. 136

Act 19 Primary — Developing Awareness of the Different Ways People Bargain. 142

Act 19 Intermediate — Developing Awareness of the Different Ways People Bargain. 148

Act 20 Primary — Developing Ability to Recognize Bargaining Techniques. 154

Act 20 Intermediate — Developing Ability to Recognize Bargaining Techniques. 158

Act 21 Primary — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource. 161

Act 21 Intermediate — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource. 165

Act 22 Primary — Developing Ability to Deal with Stress Through the Use of Relaxation. 169

Act 22 Intermediate — Developing Ability to Deal with Stress Through the Use of Relaxation. 173

SECTION V: DEPRESSION

Act 23 Primary — Developing Understanding of Depression. 177

Act 23 Intermediate — Developing Understanding of Depression. 183

Act 24 Primary — Developing Awareness of Depression. 200

Act 24 Intermediate — Developing Awareness of Depression. 203

Act 25 Primary — Developing Awareness of the Different Ways Depression is Experienced. 207

Act 25 Intermediate — Developing Awareness of the Different Ways Depression is Experienced. 213

Page

Act 26 Primary — Developing Ability to Find Techniques to Deal with Depression and Move into Another Stage 219

Act 26 Intermediate — Developing Ability to Find Techniques to Deal with Depression and Move into Another Stage 222

Act 27 Primary — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource. 226

Act 27 Intermediate — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource. 229

Act 28 Primary — Developing Ability to Deal with Stress Through the Use of Relaxation 234

Act 28 Intermediate — Developing Ability to Deal with Stress Through the Use of Relaxation 238

SECTION VI: ACCEPTANCE

Act 29 Primary — Developing Understanding of Acceptance. 242

Act 29 Intermediate — Developing Understanding of Acceptance. 249

Act 30 Primary — Developing Awareness of Acceptance. 262

Act 30 Intermediate — Developing Awareness of Acceptance. 264

Act 31 Primary — Developing Awareness of the Different Ways Acceptance is Experienced 266

Act 31 Intermediate — Developing Awareness of the Different Ways Acceptance is Experienced 272

Act 32 Primary — Developing Ability to Find Techniques to Deal with Various Stages. 279

Act 32 Intermediate — Developing Ability to Find Techniques to Deal with Various Stages. 284

Act 33 Primary — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource. 290

Act 33 Intermediate — Developing Ability to Make Requests in Order to Seek Help from an Appropriate Resource. 292

Act 34 Primary — Developing Ability to Deal with Stress Through the Use of Relaxation 294

Page

Act 34 Intermediate — Developing Ability to Deal with Stress Through the Use of Relaxation 298

SECTION VII: HOPE

Act 35 Primary — Developing Understanding of Hope. 301

Act 35 Intermediate — Developing Understanding of Hope. 308

Act 36 Primary — Developing Awareness of Hope. 321

Act 36 Intermediate — Developing Awareness of Hope. 323

Act 37 Primary — Developing Ability to Deal with Stress Through the Use of Relaxation 325

Act 37 Intermediate — Developing Ability to Deal with Stress Through the Use of Relaxation 329

Act 38 Primary & Intermediate — Reviewing the Stages of Denial, Anger, Bargaining, Depression, Acceptance and Hope 333

SECTION VIII: COUNSELING GROUP CURRICULUM

Act A — Developing Understanding of Confidentiality and Trust 342

Act B — Developing Awareness of Changes Occurring in Families. 344

Act C — Developing Awareness of Differences in Personalities that Often Affect Choices 346

Act D — Developing Awareness of Denial. 349

Act E — Developing Understanding of the Different Ways People Experience Denial. 352

Act F — Developing Awareness of Anger 354

Act G — Developing Understanding of the Different Ways People Experience Anger 357

Act H — Developing Awareness of Bargaining. 359

Act I — Developing Understanding of the Different Ways People Bargain. 362

Page

Act J Developing Awareness of Depression 364

Act K Developing Understanding of the Different Ways People Experience Depression 368

Act L Developing Awareness of Acceptance 370

Act M Developing Understanding of the Different Ways People Experience Acceptance 374

Act N Developing Awareness of Hope 376

Act O Developing Understanding of the Different Ways People Experience Hope 379

SECTION IX: SCHOOL IMPLEMENTATION GUIDE

Introducing STAGES to Your District 382

Selecting STAGES Participants 388

Implementing STAGES 390

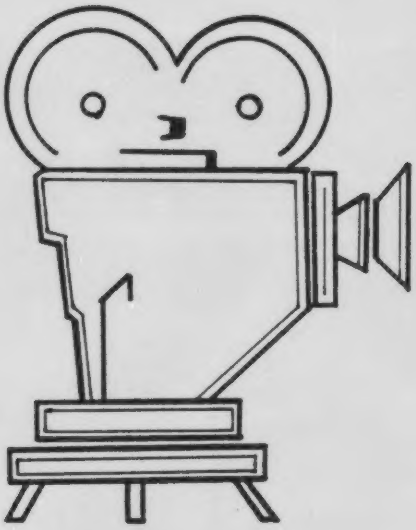
Appendices 398

SECTION X: REFERENCES

Media Resource List 404

Bibliography 410

Section I



Introduction

The lessons in this section develop an awareness of change and its effect on individuals and families.

STAGE: INTRODUCTION

SCENE: TO DEVELOP AWARENESS OF DIFFERENCES IN PEOPLE AND FAMILIES

FOCUS:

1. Student will verbally express two ways that people and families are different.
2. Given the statement, "people and families are different," student will identify as true or false.

PROPS: Drawing paper
Crayons/colored marking pens

SCRIPT: Discuss

- What is a family?
  (Generally, when we think of families, we think of "people families" that are made up of mothers, fathers, sisters, brothers, uncles, aunts, cousins, grandparents, and friends.)
- What do families do together?
  (activities, holidays, eat together, sleep in same house, chores, etc.)
- What feelings do families have?
  (love, happiness, anger, relaxed, frustration--any feeling is okay)
- True or false: All families are alike.
  (raise hands to answer)
- In what ways are families alike?
  (families earn money, need a place to live, have children, etc.)
- In what ways are families different?
  (difference in numbers, ages, looks, likes, life style, personalities, etc.)
- Other than people, what else can be included in a family?
  (pets, stuffed animals, dolls, cars, etc.)

ACTION: Discuss

- Today you will have an opportunity to create an imaginary family.

- This family may be created of people or anything you wish.

  Examples:
  animals
  cars
  planes
  books
  trees
  toys
  computers
  flowers

- This family may:
  - have as many members as you wish
  - be drawn anywhere on your paper
  - have different names, facial expressions

- Creating an imaginary family is like having a dream. You may want to close your eyes to get a picture of your fantasy family.

FINALE: Share drawings.

Using the drawings as a reference point, discuss with students the following questions concerning families:

- Do you think others included the same family members as you?
- Who/what did you include in your fantasy family?
- Where is your fantasy family living?
- Do you have a special reason for choosing who/what you chose?
- Are there animals in your fantasy family? What kind?
- What are the family members in your fantasy family doing or feeling?

ENCORE: Notice how families are different.

STAGE: INTRODUCTION

SCENE: TO INTRODUCE AND DEVELOP AWARENESS OF CHANGES THAT PRODUCE STRESS

FOCUS:

1. Student will verbally express three changes that produce stress.
2. Given a list of changes, student will identify three that produce stress.

PROPS: Survey of Changes

SCRIPT:

1. Discuss

   - What is a pattern?
     (something that occurs over and over again)

     Examples: pattern on clothing, carpeting, wallpaper, flooring, nailbiting, brushing teeth, daily exercise routine

   - What is change?
     (a broken pattern)

2. Brainstorm and list on board changes that occur in children's lives.

   Examples: sleeping late in the summer, getting up early for school, living on East Coast/moving to West Coast

3. Discuss

   - changes that are exciting

     Examples: trip to Disneyland, relatives coming to visit, field trip at school

- changes that are painful and hard to accept

  Examples: loss of a pet, divorce in family, getting a stepparent, moving, losing a friend, being ill or having someone you care about being ill

- how each person reacts differently to change

  Examples: some of us dread going to the dentist, others look forward to it
  some of us dislike getting up early, others enjoy it
  some of us enjoy a surprise, others feel uneasy

4. List on board other changes that might cause people to react differently.

ACTION:

1. Distribute a copy of the survey of changes to each student.
2. As a class:
   - read the list of changes providing examples when needed
   - go over instructions on completion of survey
3. Complete survey.

FINALE: Share reactions to survey.

ENCORE: Ask a family member to fill out the survey. Do your answers agree? How are they alike/different?

SURVEY OF CHANGES

	☹	😐	☺
1. Getting lost in a store or an amusement park (i.e. Disneyland)			
2. Death of a pet			
3. Birth of a brother or sister			
4. Sent to principal			
5. Moving			
6. Divorce of parents			
7. Mom begins working			
8. Staying with a babysitter			
9. Death of a parent			
10. Have a relative come live with you			
11. Go to the hospital			
12. Give a wrong answer in class			
13. Parent yells at you			
14. Parents yelling/arguing with each other			
15. Going to the doctor			

STAGE: INTRODUCTION

SCENE: TO INTRODUCE AND DEVELOP AWARENESS OF CHANGES THAT PRODUCE STRESS

FOCUS:

1. Student will verbally express three changes that produce stress.
2. Given a list of changes, student will identify three that produce stress.

PROPS: Stress Survey

SCRIPT:

1. Discuss
   - What is a pattern? (something that occurs over and over again)

     Examples: patterns on clothing, carpeting, wallpaper, flooring, nailbiting, brushing teeth, daily exercise routine
   - By doing the same things at the same time each day, our bodies have developed a pattern.

     Examples: breathing, eating, parent(s) coming home from work, school starting and ending at the same time each day
   - What is change? (a broken pattern)
2. Brainstorm and list on board more examples of patterns.
3. Discuss
   - Sometimes we get tired of doing the same thing at the same time each day and decide to change our schedule/routine/pattern.

- Sometimes something happens that we have no control over, and it changes our schedule/routine/pattern.

  Examples: missing a meal, staying after school, getting sick, divorce in family, moving

- Each person reacts differently to changes.

- Changes often create tension in the body/mind.

- This tension is called STRESS.

ACTION:

1. Distribute a copy of the Stress Survey to each student.

2. As a class:

   - Read the list of stress-related changes, providing examples and clarification when needed
   - Go over instructions on completion of survey

3. Complete survey.

4. Collect surveys and save for Act Three.

FINALE: Discuss reactions to survey.

ENCORE: Ask a family member and friend to fill out the survey. How are the surveys alike/different?

STRESS SURVEY

NAME________________________

AGE________________________

SEX M F

1. Read the following list of stress related changes.
2. Go back and decide to what degree each event would affect your life.
3. Fill in the circle that indicates how much each event would bother you if it happened to you.

	WOULD NOT BOTHER ME	WOULD BOTHER ME SLIGHTLY	WOULD BOTHER ME QUITE A BIT	WOULD BOTHER ME A GREAT DEAL	WOULD BOTHER ME THE MOST
1. Loss of a friendship.	0	0	0	0	0
2. Death of a grandparent.	0	0	0	0	0
3. Going blind	0	0	0	0	0
4. Getting a stepparent.	0	0	0	0	0
5. Moving.	0	0	0	0	0
6. Brother or sister in hospital . . .	0	0	0	0	0
7. Parent loses job.	0	0	0	0	0
8. Foster home replacement	0	0	0	0	0
9. Use of drugs or alcohol by a family member.	0	0	0	0	0
10. Beginning school each year.	0	0	0	0	0
11. Death of a brother or sister. . . .	0	0	0	0	0
12. Divorce of parents.	0	0	0	0	0
13. Birth of a brother or sister. . . .	0	0	0	0	0
14. Permanent scars or injury	0	0	0	0	0
15. Changing schools.	0	0	0	0	0
16. Mom begins working.	0	0	0	0	0
17. Someone comes to live with your family.	0	0	0	0	0
18. Death of a parent	0	0	0	0	0
19. Being hospitalized.	0	0	0	0	0
20. Frequent absence of parent.	0	0	0	0	0
21. Difficulty in learning at school. .	0	0	0	0	0
22. Parents separating.	0	0	0	0	0
23. Arguing with a parent or parents. .	0	0	0	0	0
24. Death of a close friend	0	0	0	0	0
25. Getting braces or glasses	0	0	0	0	0
26. Bad grades.	0	0	0	0	0
27. Parent in hospital.	0	0	0	0	0
28. Hearing problem	0	0	0	0	0
29. Parents arguing	0	0	0	0	0
30. Brother or sister moving out. . . .	0	0	0	0	0
31. Death of a pet.	0	0	0	0	0

STAGE: INTRODUCTION

SCENE: TO DEVELOP AWARENESS OF STRESS-RELATED CHANGES

FOCUS:
1. Student will verbally express two reactions to a stress-related change.
2. Given a list of stress-related changes, student will identify two reactions for each change.

PROPS: Faces Sheet

SCRIPT:
1. Discuss
   - changes that occur in families

     Examples: moving, loss of a pet, divorce, birth of a baby, illness, etc.
   - how people feel when these changes occur

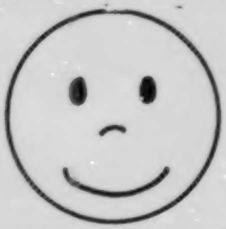
     Examples: happy, sad, frustrated, upset, glad, angry, etc.
2. Introduce
   - Today you will be able to do an art activity about how people feel when they go through changes.

ACTION:
1. Distribute a copy of the Faces and Feelings Sheet to each student.
2. As a class, go over instructions on completion of sheet.
3. Complete sheet.

FINALE: Share Faces and Feelings sheet.

ENCORE: Think of how your body feels when you are happy/sad/angry.

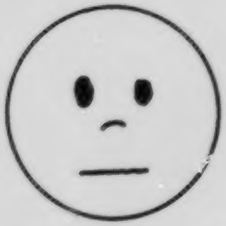
TITLE: FACES & FEELINGS



THE NAME OF THIS CHARACTER IS ______________________

THIS CHARACTER IS FEELING ______________________

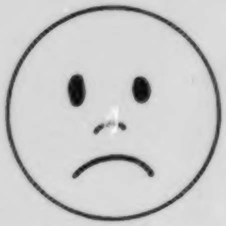
BECAUSE ______________________



THE NAME OF THIS CHARACTER IS ______________________

THIS CHARACTER IS FEELING ______________________

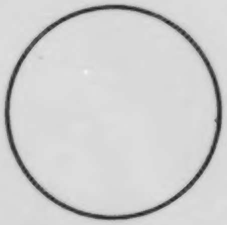
BECAUSE ______________________



THE NAME OF THIS CHARACTER IS ______________________

THIS CHARACTER IS FEELING ______________________

BECAUSE ______________________



THE NAME OF THIS CHARACTER IS ______________________

THIS CHARACTER IS FEELING ______________________

BECAUSE ______________________

DRAW ANOTHER FACE

STAGE: INTRODUCTION

SCENE: TO DEVELOP AWARENESS OF STRESS-RELATED CHANGES

FOCUS:

1. Student will verbally express two reactions to a stress-related change.
2. Given a list of stress-related changes, students will identify two reactions for each change.

PROPS: Student's Survey
Play: Moving to Alaska

SCRIPT:

1. Return survey to each student.
2. As a class, review survey results, noticing how many students were in agreement/nonagreement.
3. Discuss
   - how an adult might react to a parent dying
   - how a child might react to a parent dying
   - how an infant might react to moving
   - how a parent might react to moving
   - how a teenager might react to moving
   - how each individual reacts to a stressful situation in his or her own way
   - how experience, time, and age affect reactions to a situation
   - how, consequently, reactions may change over a period of time

ACTION:

1. Divide students into groups of four.
2. Distribute copy of play to each student.
3. As a class, read play.
   - Instruct students to see if they are able to identify the stressful situation and how each character is reacting.

4. Ask class to select students to perform play.

5. The roles of teacher and remaining students will be to offer support and suggestions to students performing play.

FINALE: Discuss the play using the questions below as a guide:

- How did each character in the script react to the news about moving?
- How were the characters' reactions different?
- Which character seems to be under the most stress?
- How do you know?
- How did it feel to play the role you played?
- How do you think you would respond if you were told you were moving?

ENCORE: Think of a time you reacted to a stressful event.

- How do you know you reacted?
- What were your symptoms of stress?
- Is it possible to change your response to a stressful situation?
- Would you react in the same way if the same event occurred again?
- Is it possible to control a stressful event?
- Is it possible to prevent a stressful event from occurring?

SCRIPT

CHARACTERS: Mr. Smith Mrs. Smith Janice John

MOVING TO ALASKA

Mr. Smith: My boss called me to his office today. He told me I have to move to Alaska in order to keep my job. We will all have to move next month.

Janice: Is this another one of your jokes? I don't believe you!

Mr. Smith: I'm afraid this is serious.

John: We'll be able to ski! I've always wanted to learn that sport.

Mr. Smith: Yes, there will be plenty of skiing. Janice, you'll be able to ice skate and make snowmen, too!

Janice: I don't care about that stuff. What about me? I want to stay here with my friends. In fact, I'm not going!

Mrs. Smith: Don't say that, Janice! We all will go. We are a family and we'll stick together. I understand that this is a big change for you.

Mr. Smith: This is really important to me, Janice. Moving is hard on all of us.

John: You're right, Dad, and I'll try to help you feel better, Janice. We can do lots of things together.

Janice: You guys can move. I'm staying here with my friends.

Mrs. Smith: I'm afraid that's not possible. We will all be moving.

Janice: Well, I'm going to my room and I don't want any dinner tonight.

Mr. Smith: Maybe tomorrow you'll feel better about moving. Sometimes moving can be both happy and sad all at the same time.

John: Yeah, that's how I feel. I have two feelings about moving.

Mrs. Smith: Sometimes it can take us a long time to get used to any new idea or change.

STAGE: INTRODUCTION

SCENE: TO DEVELOP AWARENESS OF RELAXATION TECHNIQUES

FOCUS:

1. Student will verbally express the techniques of diaphragmatic breathing and progressive relaxation.
2. Given a list of relaxation techniques, student will identify the methods of diaphragmatic breathing and progressive relaxation.

PROPS: Primary or Intermediate tapes of exercise 1 and 2, Progressive Relaxation and Diaphragmatic Breathing.

SCRIPT:

1. Discuss

   - our bodies let us know when we are under stress by
     - tightening muscles
     - producing aches and pains

2. Brainstorm and list on board areas of the body where stress is often felt.

Examples:	head	tightness; aches; can't think clearly; color of face
	eyes	strain; squint
	jaw	tightness; teeth clenched
	neck & shoulders	aches; tightness; muscle spasms
	throat	tension; voice change
	chest	tightness; loud or fast heart-beat
	stomach	upset; noisy
	back	pains; muscle spasms; tightness
	knees	weakness; collapse

3. Discuss

   - Mild stress helps learning and performance

   Example: Before a test, mild stress would help us to perform at our best while extreme stress would hinder our performance.

- Relaxation techniques help us to:

  - relax muscles
  - calm down
  - think more clearly
  - feel in control

4. Review

- Too much stress is not healthy
- Mild stress can be helpful at times
- Mild stress can improve learning performance

ACTION: 1. Introduce

PROGRESSIVE RELAXATION EXERCISE

A relaxation technique involving the tensing and relaxing of various muscles.

DIAPHRAGMATIC BREATHING EXERCISE

A relaxation technique using deep breathing to relax the body.

Instruction:

- take a deep breath
- hold it (count to 3)
- exhale (count to 3 slowly....1001, 1002, 1003, etc.)
- repeat several times

2. Play Primary or Intermediate Relaxation tape, exercise #1 (Progressive Relaxation Exercise), or read the following using a slow, soft voice and pausing where indicated.

I invite you to get into a comfortable position. You may be able to stretch out on the floor. If you are sitting at your desk, I invite you to put your feet flat on the floor, and rest your head on your arms on your desk. You might want to close your eyes.

I don't know where it is in your house that you go to relax. It might be lying down on your bed or perhaps you have a favorite chair or maybe you like to stretch out on the carpet. Some people read to relax, some people find it relaxing to sit and think or to talk or watch TV or listen to music. Some people find it more difficult to relax at school. There are many activities going on. What I am about to share with you today is one technique that many people find helpful. This technique can be used anywhere you are. In a moment, I am going to talk about certain areas of muscles in your body and invite you to tighten your muscles for a count of one, two, three. Then I will invite you to very slowly relax your muscles.

First, concentrate on your feet. Begin to tighten your feet. One...two...three...Feel the tension in your feet. Now, very, very slowly, begin to relax your feet. Think about all the miles and miles your feet have carried you in your life, and how your feet deserve to feel relaxed.

Now, pay attention to your legs. Begin to tighten your calves, your knees and your thighs. One, tighter, two, three. Hold the tension. And now, very slowly, begin to relax your legs. You might picture all of the places that your legs have carried you. Feel your legs and feet being relaxed right now.

Concentrate now on your stomach and chest area. Begin to tighten the muscles in your stomach and in your chest. One, tighter, two, feel the tension, three. Now, very slowly let your muscles in your stomach and in your chest begin to relax. You might think about how much food your stomash digests for you and how miraculously your heart beats on and on and on. You might notice that your breathing changes as you begin to relax.

Begin to pay attention to the muscles in your arms and your hands. Tighten the muscles in your arms and let your hands make a fist. One, two, three. Now begin to let the muscles in your arms and hands relax. You might think about all the things your arms have carried and all the writing and drawing your hands have done for you. Allow them to relax and rest along with your chest and stomach and legs and your feet. Now pay attention to your neck and to your face. Begin to tighten the muscles in your neck.

31

And if you want, tighten all of your face muscles. Hold it, one, two, three. Now let your neck muscles begin to relax. Your neck that holds up your head. Your head is the part of your body that allows you to hear and see and taste and talk and think. Let your body now relax from head to toe.

You might be able to imagine floating in a pool or on a raft or on a cloud. Begin to know what relaxation REALLY feels like, so that you may return to this feeling at any time, before a test or a story lesson or learning something new. When you are ready, you may want to stretch your muscles and you may notice that with each breath you become more alert and refreshed.

3. Play Primary or Intermediate Relaxation tape, exercise #2 (Diaphragmatic Breathing Exercise), or read the following using a slow, soft voice and pausing where indicated.

I invite you to get into a comfortable position. You might want to stretch out on the floor. If you are sitting at your desk, I invite you to put your feet flat on the floor and to rest your head on your arms or your desk. Closing your eyes might help you to feel relaxed.

I don't know where it is you notice that the air around you is clean and fresh. Perhaps it is in the early morning before the sun wakes up, when dewdrops sparkle on the grass like tiny stars. Maybe you have been up in the mountains after a fresh, clean rain. Or, you might have been to a peaceful lake or river to camp or fish. Maybe the place is a picture you have seen or a place you can imagine in your mind right now. Out in nature it is easy to take deep breaths of fresh air and feel relaxed.

Today you will have an opportunity to learn a technique you may use in school or anywhere in order to help you feel more comfortable and relaxed. If you want, you can imagine the fresh, clean air in nature surrounding you right now. You may notice the air is cool as you breathe in.

In a moment, I will invite you to take a deep breath, to hold it, then breathe out with a sigh.

Take your first deep breath of fresh air now. Take it in, more air, now hold it. Feel the tension in your lungs and chest. Now release all the air and let all tension you've been feeling come out with your breath.

Again, take another deep breath. In, in, hold it, now release the air. Let your lungs push out all the air as you breathe out.

Now, once again. Take another breath of the fresh, clean air.

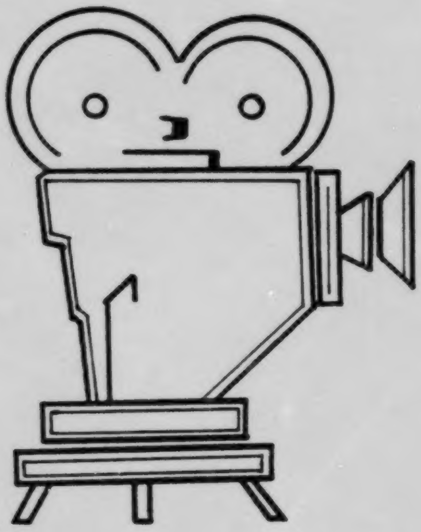
In...more...now hold it...now with a sigh, push all the air out. Imagine that the fresh air is now filling you. Your lungs, your bloodstream, giving life and energy to your body and mind. Take one more deep breach. Take it in...hold it...now release all the air in your lungs.

You may be aware that you feel relaxed or energetic and are ready to go on to something else, perhaps something new, in your day.

FINALE: Discuss and share reactions to the relaxation exercises.

ENCORE: During the day, notice how your body lets you know when you are under stress and feeling tense.

Section II



Denial

When a major change occurs, one of the first stages people experience is DENIAL. Some people express feeling "nothing" or insist there has been no change and everything is "just fine." Sometimes children experiencing a separation or divorce fantasize that a parent is still at home or just "temporarily" away.

DENIAL is an important stage and gives people time to reorganize. DENIAL acts as a buffer against a major change in our life patterns and gives us time to adjust.

The lessons in this section develop an understanding of the stage of DENIAL. Techniques are presented which relieve stress created by the effects of DENIAL on one's life.

STAGE: DENIAL

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF DENIAL

FOCUS:

1. Student will verbally express two situations demonstrating denial.
2. Given a list of situations, student will identify two that demonstrate denial.

PROPS: None

SCRIPT:

1. Discuss

   - Today we are going to talk about something called DENIAL.
   - Denial is what we often do when we have to face an uncomfortable/painful/stressful situation.

   Example: Justin walked home from school and into the house. His mom told him the sad news - his turtle had died. The first thing Justin said to his mom was, "I don't believe it! He was fine when I left for school this morning."

   Questions:

   - What did Justin do when he learned his pet had died? (He said that he couldn't believe it).

   - What do you think Justin was feeling? (shock, scared, upset)

ACTION:

1. Read the following story, instructing students to listen for the characters who are facing a stressful situation.

JUST CAN'T BE TRUE

The Browning family lived at 304 Sycamore Street. The street was lined with great tall Sycamore trees, and the Browning house was nestled among them on a large lot. There were two children in the Browning family, Kevin and Kari. They had a special pet named Buster. Buster was a frisky little dog, a Heinz 57 variety, who was black and white and always friendly.

One of Kevin's chores was to take Buster for a walk every morning. On one particular day, a Tuesday, Kevin was late getting ready for school. He went to the garage where Buster had been sleeping and called to his dog. He reached beside the door for the leash. It was missing. Kevin turned on the light and looked around the garage. No leash. Feeling the pressure of being late for school, Kevin opened the large garage door and decided to take Buster outside anyway. The little dog was so excited to be outside that he ran as fast as he could around and around the yard. A neighbor dog across the street saw Buster and barked. Kevin called to Buster, but the little dog never turned around.

Suddenly, there was a screech of tires. Buster did not know there was a car coming down the street. He was hit and killed. The man driving the car got out and looked at Kevin. He yelled, "Where was that dog's leash? You ought to keep your dog in your own yard!"

Kevin looked at the man and then at his dog. He turned and ran into the house and into his room.

The sound of the commotion brought Kari and Mrs. Browning outside. When Kari saw her dog lying on the street, she began sobbing, "No! No! Mommy, what's wrong with Buster?"

"He is just sleeping Kari," said Mrs. Browning. Now, go in the house and tell Kevin it's time to go to school. Mrs. Browning's neighbor, Mr. Foster, offered to take care of the little dog so that Mrs. Browning could go with her children.

36

FINALE: Discuss the story using the questions below as a guide.

Keep in mind:

- that we all react differently under stress
- that there is no "good" or "bad" way to react
- the different behaviors of the characters in the story

Questions:

- What did the man do who was driving the car that hit Buster? Why do you think he was angry? Was he avoiding or denying anything?
- What was Kevin's reaction? What do you think Kevin was feeling? What are some other situations where people run away to deny or avoid facing stressful situations or painful feelings?
- What did Kari do when she saw Buster? Why did she cry, "No! No!" over and over? Think of some times when people might not want to face the truth.
- What does crying do for us? How is it helpful? (It is a way to release some of the pain and stress.)
- Why do you think Mrs. Browning told her daughter that the dog was "just sleeping?" Do you think it is better to be told the truth or "protected?"
- What are some other ways that people deny a stressful situation or painful feeling? (laughing, making jokes, becoming very logical and showing no emotion, blaming someone else, lying.)
- Sometimes just looking off into space rather than saying, "I don't know" is a way of avoiding. Have you ever noticed someone looking away when she/he was asked a question, as if she/he did not hear it or was not in the room?
- How is denial healthy and positive? (Denial acts as a buffer after a shocking, stressful situation, allowing us time to collect ourselves.)
- What would happen if denial was used to shield all pain? (It would require such an enormous amount of energy to maintain a constant barrier or wall. The effect would be as draining as the stressful situation itself.)
- What would happen if denial lasted too long? (There would be difficulty facing reality and feelings.)

ENCORE: Notice when others have a hard time facing a stressful/difficult situation.

EPILOG: Read the following additional story concerning denial. Instruct students to listen for characters who are denying something, what it is they are denying, and how they are displaying their denial.

Cathy Crosby was sitting in her chair listening to her teacher, Miss Jones, talk about multiplication tables. It was a warm, sunny day in the Spring, and Cathy let her attention wander to the trees outside the window of her classroom. She looked at the new leaves on the trees, the blue sky, and wished for a moment she could run outside in the morning air. Just as she was about to turn her attention back to her teacher, Cathy noticed a small bird heading toward the classroom window. Before she could say anything, the little bird flew right into the closed window.

"Oh, no!" Cathy cried.

"What's the matter?" asked the teacher and some of Cathy's classmates.

"That little bird, there, on the ground! He flew right into the window and fell down!"

The children gathered around the window to stare at the little bird. One of the little girls, Janna, began to cry. "Oh, he's dead!" She sobbed.

Billy, a little boy standing next to her said, "I will go get a shoe box and bury him."

Lisa thought she saw a feather move. "Maybe the little bird is alive! Maybe he is only hurt. Perhaps we should take him to the vet. Should I call the doctor?"

Just then, another teacher happened to be passing by. She asked the children what was wrong and they told her. Quickly she picked up a piece of cardboard and went outside. The children watched her scoop up the little bird.

"Now, the little bird is taken care of, children," she said. "You may get back to your classwork."

Miss Jones, the teacher who had been talking about the multiplication tables, told the children to wait for a moment. She had been thinking about what to do and decided she would go outside and check the bird for herself.

Miss Jones picked up the little bird in her hand. She held him for a few moments. Suddenly, the little bird began to move. Miss Jones continued to hold him, and, in a few minutes, opened her hand to see what the little bird would do.

The little bird flew away.

Use the following questions as a guide to story discussion.

- When all the children were trying to figure out what was wrong with the little bird, what were they denying or forgetting?
- What were some of the decisions the children thought of and shared?
- If you had been the little bird, what would you have wanted to happen?
- Why do you think it took so long for someone to look closely and find out what was really going on with the bird?
- Have you ever seen someone decide what another person was like or feeling without first asking the person what she/he liked or felt? Why do you suppose she/he would act that way? What kind of relationship, if any, exists when time is not spent getting to know another person?
- How do you suppose the other person feels when someone makes up their mind about how she/he feels without finding out first.
- What happens when someone cries or gets upset and others just leave him/her alone or pretend they don't see him/her?
- Why does it sometimes take you a long time to get to know someone?

- What would be your reaction if someone at school, home, or in your neighborhood told you what another person was like? Which would be better for you--to check it out for yourself or to believe what she/he told you?
- What are the benefits of getting involved and finding out for yourself what people are feeling and thinking?

40

STAGE: DENIAL

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF DENIAL

FOCUS:

1. Student will verbally express two situations demonstrating denial.
2. Given a list of situations, student will identify two that demonstrate denial.

PROPS: None

SCRIPT: Discuss

- Today we are going to talk about something called DENIAL.
- Denial is what we often do when we have to face an uncomfortable/painful/stressful situation.

Example: Justin walked home from school and into the house. His mom told him the sad news--his turtle had died. The first thing Justin said to his mom was, "I don't believe it! He was fine when I left for school this morning."

Questions:

- What did Justin do when he learned his pet had died? (He said that he couldn't believe it.)
- What do you think Justin was feeling? (shock, scared, upset)

ACTION:

1. Read the following story, instructing students to listen for the characters who are facing a stressful situation.

41

THE ACCIDENT

It was a bright, sunny afternoon. Jeremy and Peter were sitting at their kitchen table after school. They were eating a snack of chocolate chip cookies and milk.

"Let's play baseball down at Larry's house," said Peter.

"Okay!" said Jeremy. The boys finished their snack and headed toward the door.

"Can I go too?" asked Maryann. Maryann was Jeremy and Peter's little sister.

"No, get lost, Maryann!" said her brothers.

Maryann began to cry and said, "You guys never want me around."

In a few minutes Jeremy and Peter and their friend, Larry, began to play baseball at the end of their street. They set up their bases, and Peter was first to bat.

"Okay," said Larry, here is my fastball!"

Larry threw the ball at Peter and Peter swung hard with his bat. He could feel the bat hit the ball. Peter was excited and began to run to first base.

Suddenly there was a crash and the sound of breaking glass. A man ran out of a door across the street yelling, "Who broke my window?" "Wait until I get my hands on you!"

Jeremy ran home as fast as he could.

Larry spoke up and said, "I didn't break the window!"

Well, I didn't break the window either," said Peter.

"One of you broke my window and one of you is going to pay for the damage!" yelled the man.

"You broke the window when you hit the ball," said Larry.

"I think you broke it throwing the ball," said Peter.

"You're both going to pay!" said the man.

42

FINALE: Discuss the story using the questions below as a guide.

Keep in mind:

- that we all react differently under stress.
- that there is no "good" or "bad" way to react.
- the different behaviors of the characters in the story.

Questions:

- How did each character handle the stressful situation?

- What did Jeremy do when he heard the window break and saw the man coming out of his house? Have you ever noticed people running away when it was hard to face something?

- What do you think Jeremy was feeling?

- What did little Maryann do when her brothers told her she could not go with them? Have you ever noticed how some people cry when it is hard to face a situation? What does crying do to help us?

- Why do you think that both Larry and Peter told the man they did not break the window? What do you think they were feeling?

- Why do you think Larry and Peter tried to blame each other for what happened? Have you ever seen friends or people who care about each other deny each other or blame each other when they do not want to face something?

- What other kinds of situations are hard for people to face? What kinds of things do people feel or do when they do not want to face something?

- What can people do to help themselves and others to face things that are hard?

ENCORE: Notice when others have a hard time facing a stressful situation.

STAGE: DENIAL

SCENE: TO DEVELOP AWARENESS OF DENIAL

FOCUS:
1. Student will verbally express two situations demonstrating denial.
2. Given a list of situations, student will identify two demonstrating denial.

PROPS:
Drawing paper
Colored marking pens/crayons

SCRIPT:
1. Review
   - definition of denial (Act 5)
   - story (Act 5) and how characters experienced denial.
2. Discuss
   - examples of times people experience denial when facing a stressful/painful situation

ACTION:
1. Pass out props.
2. Instruct students:
   - to think of a situation involving denial
     (situation may include:) - a personal experience
     - a fictional story with characters
     - an experience the student imagines someone has had
   - to draw a picture of a situation involving denial
   - to include a sentence or two about their drawing

FINALE: Ask students to share drawings. Discuss what situation caused the denial and how the characters expressed denial.

ENCORE: Share drawing with family.

STAGE: DENIAL

SCENE: TO DEVELOP AWARENESS OF DENIAL

FOCUS:

1. Student will verbally express two situations demonstrating denial.
2. Given a list of situations, student will identify two representing denial.

PROPS: Cartoon Sheet
Colored marking pens/crayons

SCRIPT:

1. Review

   - definition of denial (Act 5)
   - story (Act 5) and how characters experienced denial.

2. Brainstorm with students and list on board common fears of adults and children.

   Examples: fear of dark, unknown, pain, truth, punishment, being alone, being rejected by family/friends, eating certain foods, dying, heights, water, noises, crowds

3. Refer to characters in story (Act 5) and identify the fear or possible fears causing denial.

   Example: The fear of his dog's death caused Kevin to deny that Buster was dead.

ACTION:

1. Pass out props.

2. Instruct students

   - to think of a situation involving denial
     (situation may include: - a personal experience
     - a fictional story with characters
     - an experience the student imagines someone has gone through)

- to draw a cartoon of the situation using the four frames
- to include a short dialog or sentence

FINALE: Ask students to share cartoons.

ENCORE: Share cartoons with family.

1. WHAT HAPPENED TO CAUSE DENIAL	2. WHAT THE PEOPLE OR CHARACTERS FELT
3. HOW THE PEOPLE OR CHARACTERS FACED THE PROBLEM	4. HOW THE PEOPLE OR CHARACTERS FEEL AFTER THEY FACE THE PROBLEM

STAGE: DENIAL

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS DENIAL IS DEMONSTRATED

FOCUS:

1. Student will verbally express three ways denial is demonstrated.
2. Given a list of situations, student will identify three that demonstrate denial.

PROPS: Scripts

SCRIPT:

1. Review

   - definition of denial (Act 5)

2. List on board several items from stress survey and discuss.

   Example: Birth of sibling

   - What is it about the birth of a brother or sister that might cause someone to deny it's happening? (It is a stressful situation requiring emotional and possibly physical adjustments - sharing or moving out of room - by all family members.)
   - What fear might be causing denial? (fear of losing parents' love)
   - What might a family member do that lets us know she or he is experiencing denial? (ask when baby is leaving; ignore baby; make plans that do not include the baby)

1. Divide class into four groups and label A, B, C, and D.

2. Pass out Script A to group A
   Script B to group B
   Script C to group C
   Script D to group D

3. Instruct each group to read the script, paying particular attention to how the character is demonstrating denial.

4. Ask each group to role-play the script for class.

   Note: Before role-playing, students may need assistance in structuring the roles and recognizing what is happening with the characters. Questions from the instructor may be needed to help clarify the situation.

   To guide discussion, the following may be helpful:

   - What character is denying something?
   - What is she/he denying?
   - How is the character demonstrating denial?
   - What clues, in the beginning paragraph, tell something about the type of person the character is?

FINALE: Discuss scripts using the following as a guide:

- What was the situation that caused denial?
- What did each character have a hard time facing?
- How did each character deny the situation?
  - Tough Tom: tore up test; lied to mom
  - Smart Sam: ignored dad's questions; avoided answering; lied to dad
  - Dependable Donna: blamed teacher; became angry
  - Sensitive Sarah: cried; became upset
- How was denial helpful to each character?
- What feelings did each character experience?
- Have you had a similar experience or do you know someone who has had a hard time facing something?

ENCORE: Talk with your family about denial. Ask them to share when they denied something because they were afraid.

SCRIPT A

NARRATOR: TOUGH TOM HAS JUST TAKEN A SPELLING TEST AND MISSED 7 OUT OF 10 WORDS. HE IS VERY UPSET.

TOM: I CAN'T BELIEVE I MISSED 7 WORDS! THE TEACHER MUST HAVE MADE A MISTAKE. I'M GOING TO RIP UP MY TEST AND THROW IT AWAY.

NARRATOR: TOUGH TOM WALKS HOME FROM SCHOOL. WHEN HE WALKS IN THE FRONT DOOR, HIS MOTHER IS WAITING FOR HIM.

TOM: HI, MOM. WHAT DO YOU HAVE TO EAT?

MOM: HI! HERE, HAVE SOME COOKIES AND MILK. HOW WAS SCHOOL?

TOM: FINE. I DIDN'T GET IN ANY TROUBLE TODAY.

MOM: HOW DID YOU DO ON YOUR SPELLING TEST?

TOM: I DON'T KNOW. THE TEACHER DIDN'T GRADE THEM YET.

MOM: HOW DO YOU THINK YOU DID?

TOM: FINE, MOM, FINE.

SCRIPT B

NARRATOR: Smart Sam gets his work done on time and almost always gets good grades. The only hard subject for Sam is spelling. Today he missed five out of ten words on his spelling test.

DAD: Hi, Sam. Home from school already? I got off work early and thought I would work in the garden.

SAM: Hi, Dad. I'm going to go play Atari. See you later.

DAD: Wait a minute, Sam. How was school?

SAM: Great! I got a 100 on my math paper.

DAD: How did you do on your spelling test?

SAM: Dad, look over there. You missed some weeds in the garden.

DAD: I asked you about your spelling test.

SAM: My spelling test? Fine, I guess.

DAD: What do you mean by that?

SAM: You know, Dad. Want me to help you in the garden? I'll just go change my clothes.

DAD: Thanks, Sam. That will help, but first I want to talk about your spelling test.

SAM: Sure, after I finish eating and changing my clothes.

SCRIPT C

NARRATOR: Sensitive Sarah's friends made fun of her poor grade on the spelling test. She cried about it as she walked home. Her grandmother sits waiting for her in the living room.

GRANDMOTHER: How was school, Sarah? Did you have a nice day?

SARAH: School was horrible! I hate school!!

GRANDMOTHER: What happened?

SARAH: Mari and Kelly were making fun of me because I missed four words on my spelling test. They called me a cry baby.

GRANDMOTHER: What did you do?

SARAH: I ran away from them and came home by myself.

GRANDMOTHER: Now I understand why you're upset. Would you like to talk about it?

SARAH: No, I'm fine. I just hate Kelly and Mari. I never ever want to see them again.

GRANDMOTHER: Well, then maybe we could talk later.

SCRIPT D

NARRATOR: DEPENDABLE DONNA LIKES TO GET GOOD GRADES AND HELP HER TEACHER AFTER SCHOOL. TODAY, DURING HER SPELLING TEST, SHE TALKED AND THE TEACHER SENT HER OUT OF THE ROOM. WHEN SHE GOT HOME FROM SCHOOL, SHE TOLD HER MOTHER ABOUT HER DAY.

MOM: HI, HONEY. HOW DID SCHOOL GO TODAY?

DONNA: TERRIBLE. MY TEACHER GOT MAD AT ME.

MOM: WHY? WHAT HAPPENED?

DONNA: NOTHING! SHE JUST GOT MAD FOR NO REASON, SO I'M NEVER GOING TO HELP HER AGAIN!

MOM: SOMETHING MUST HAVE HAPPENED TO MAKE HER MAD.

DONNA: SHE SAID I TALKED DURING THE SPELLING TEST.

MOM: DID YOU TALK?

DONNA: NO. I DIDN'T SAY ANYTHING. I WAS THINKING ABOUT HOW TO SPELL A WORD WHEN SHE CALLED MY NAME AND TOLD ME TO LEAVE THE ROOM.

MOM: MAYBE YOU WERE THINKING OUT LOUD.

DONNA: NO, MOM. I WOULD NEVER DO THAT!

STAGE: DENIAL

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS DENIAL IS DEMONSTRATED

FOCUS:
1. Student will verbally express three ways denial is demonstrated.
2. Given a list of situations, student will identify three that demonstrate denial.

PROPS: Scripts

SCRIPT:
1. Review
   - definition of denial (Act 5)
2. List on board several items from stress survey and discuss.

   Example: birth of sibling

   - What is it about the birth of a brother or sister that might cause someone to deny it's happening? (It is a stressful situation requiring emotional and possibly physical adjustments--sharing or moving out of room--by all family members.)
   - What fear might be causing denial? (fear of losing parents' love)
   - What might a family member do that lets us know she or he is experiencing denial? (ask when baby is leaving, ignore baby, make plans that do not include the baby)

ACTION: 1. Divide students into four groups and label A, B, C, and D.

2. Pass out Script A to Group A
Script B to Group B
Script C to Group C
Script D to Group D

3. Instruct each group to complete their script, paying particular attention to how the character is demonstrating denial.

Note: Before completing scripts and role-playing, students may need assistance in structuring the roles and recognizing what is happening with the character.

The following may be helpful:

- What character is denying something?
- What situation is the character denying?
- How is the character demonstrating denial?
- What clues in the beginning paragraph tell something about the type of person the character is?

4. Ask each group to role-play script for class.

FINALE: Discuss scripts using the following as a guide:

- What was the situation that caused denial?
- What did each character have a hard time facing?
- How did each character deny the situation?
- How was denial helpful to each character?
- What feelings did each character experience?
- Have you had a similar experience or do you know someone who has had a hard time facing something?

ENCORE: Notice when and in what way others demonstrate denial. Decide what might be causing the denial.

SCRIPT A

TOUGH TOM WAITED IMPATIENTLY UNTIL THE TEACHER FINALLY HANDED HIM HIS REPORT CARD. HE GRABBED THE CARD AND STUCK IT IN HIS POCKET, SHOVED HIS WAY OUT THE DOOR AND HEADED FOR HOME. WHEN NO ONE WAS AROUND, HE RIPPED OPEN THE ENVELOPE AND YANKED OUT THE GRADE SLIP. HIS EYES SCANNED THE CARD FOCUSING ON THE "F" IN READING. TOM QUICKLY TORE UP THE REPORT CARD, THREW IT DOWN IN THE GUTTER AND HEADED FOR HOME.

WHEN HE WAS INSIDE THE HOUSE HE YANKED OPEN THE REFRIGERATOR AND SHOUTED TO HIS MOTHER, "WHERE'S THE ORANGE JUICE YOU SAID YOU WOULD BUY FOR ME?"

"DIDN'T YOU GET YOUR REPORT CARD TODAY?" SHE REPLIED.

TOM: ______________________________

MOM: ______________________________

TOM: ______________________________

MOM: ______________________________

SCRIPT B

LOGICAL LARRY WAS IN HIS ROOM STUDYING BLOOD SAMPLES UNDER HIS MICROSCOPE WHEN HIS MOM CALLED HIM FOR DINNER. AS HE AND HIS FAMILY SAT DOWN TO EAT, LARRY LOOKED AT THE VEGETABLE PLATE AND SAID, "MOM, IF YOU WOULD COOK THE VEGETABLES IN THE MICROWAVE INSTEAD OF BOILING THEM, THEY'D RETAIN THEIR CRISPINESS AND NUTRIENTS. THERE'S NO SENSE IN EATING THESE -- ALL THE VITAMINS ARE GONE. AND SPEAKING OF NUTRITIOUS FOODS, YOU SHOULD SEE WHAT MY TEACHER BRINGS FOR LUNCH -- POP TARTS, FRITOS AND A COKE!"

LARRY'S FATHER SET DOWN THE NEWSPAPER HE HAD BEEN READING, LOOKED UP, SMILED AND SAID, "WELL, WHERE'S THE REPORT CARD?"

LARRY: IT'S RIGHT HERE. I GOT 3 "A'S" AND A "D" IN HEALTH BECAUSE THE TEACHER DOESN'T KNOW ANYTHING ABOUT HEALTH OR NUTRITION.

DAD: ____________________

____

____

LARRY: ____________________

____

____

DAD: ____________________

____

SCRIPT C

SENSITIVE SARAH STOOD AT THE TEACHER'S DESK WAITING TO ASK IF SHE COULD GO TO THE NURSE'S OFFICE. HER STOMACH HURT. HER TEACHER TOLD HER, "TAKE YOUR SEAT, SARAH. THE FINAL BELL RINGS IN TEN MINUTES. I WILL BE HANDING OUT REPORT CARDS, AND THEN YOU MAY GO HOME." SARAH SAT AT HER DESK POUTING WHILE SHE WAITED. WHEN HER NAME WAS CALLED, SHE GAVE THE TEACHER AN EVIL STARE AND TOOK HER REPORT CARD. ON THE WAY HOME SHE STOPPED TO LOOK AT HER GRADES. THE "D" IN MATH JUMPED OUT AT HER. "HOW COULD SHE DO THIS TO ME?" SHE THOUGHT. "I WORKED SO HARD IN MATH! I STUDY MORE THAN EVERYONE PUT TOGETHER!" SHE WALKED INTO THE HOUSE, HANDED HER MOTHER HER REPORT CARD AND WENT STRAIGHT TO HER ROOM. THEN, SHE SHUT THE DOOR AND FLOPPED ONTO HER BED IN A POOL OF TEARS. HER MOTHER KNOCKED GENTLY ON HER DOOR.

MOM: ______________________________

____

____

SARAH: ______________________________

____

____

MOM: ______________________________

____

____

ACT 7/1

SCRIPT D

DEPENDABLE DONNA, EAGER-TO-PLEASE, SAT QUIETLY IN HER SEAT WAITING FOR HER REPORT CARD. SHE TUCKED IT CAREFULLY IN HER NOTEBOOK AND HEADED FOR HOME. ONCE SHE ARRIVED, HER MOM SAT DOWN TO GO OVER HER GRADES WITH HER. THERE WERE MOSTLY "B'S" WITH A FEW "A'S" IN HER FAVORITE SUBJECTS. DONNA'S MOM SMILED PROUDLY AND SAID, "GOOD WORK, HONEY! AREN'T YOU EXCITED?" DONNA REPLIED, "BUT WHAT DID SHE SAY? WHAT DID THE TEACHER WRITE AT THE BOTTOM?"

DONNA'S MOM READ THE COMMENT: "DONNA NEEDS TO SPEND MORE TIME TAKING CARE OF HER OWN RESPONSIBILITIES RATHER THAN THOSE OF HER FRIENDS."

DONNA'S SMILE FELL IN HER LAP AS HER CHEEKS GREW HOT AND HER EYES BURNED WITH TEARS.

DONNA: WHY WOULD THE TEACHER SAY THAT? I DON'T TALK TO MY FRIENDS - THEY TALK TO ME!

MOM: ____

____

____

DONNA: ____

____

____

MOM: ____

____

STAGE: DENIAL

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH DENIAL AND MOVE INTO ANOTHER STAGE

FOCUS:

1. Student will verbally express three resources available for discussion of problems.
2. Given a list of resources, student will identify three that are appropriate to him/her.

PROPS: "Friends To Talk With" Sheet

SCRIPT:

1. Review characters of Tough Tom, Sensitive Sarah, Smart Sam, and Dependable Donna (Act 7).

   - What was the problem?
     (denying a poor grade on a spelling test)

   - What caused the characters to deny a poor grade?
     (fear of: not being perfect, getting a poor grade,
     disappointing parents/self)

2. Discuss

   - how talking with someone provides an opportunity to:

     - share feelings
     - discuss a problem
     - find solutions
     - identify own feelings
     - get feedback

3. Brainstorm with students and list on board people that Tough Tom, Sensitive Sarah, Smart Sam, and Dependable Donna could talk with.

   - Who could each character talk with at home?
     (parent, sibling, friend's parent, parent's friend)

- Who could each character talk with at school? (principal, teacher, school psychologist, school nurse, counselor)

- What other family members could character talk with? (relatives: aunt, uncle, cousin, grandparent)

- What other adults could each character talk with? (people from daycare program, babysitter, scout leader, coach, doctor)

- What group/organization could each character join? Who might they talk with? (church leaders, scout leaders, sport coach, dance instructor)

ACTION: 1. Pass out props.

2. Instruct students to:

- select one of the four characters (Tough Tom, Sensitive Sarah, Smart Sam, and Dependable Donna).

- Draw a picture of the character or three people with whom the character could talk with.

  Suggestion: use list generated by class
  choose one person from each category
  (home, school, other family members,
  additional adults)

FINALE: Ask students to share drawings.

ENCORE: Ask parents what they do when they have a problem. Do they talk with someone?

FRIENDS TO TALK WITH

AT HOME	AT SCHOOL	AT PLAY
63		64

PAGE 9

STAGE: DENIAL

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH DENIAL AND MOVE INTO ANOTHER STAGE

FOCUS:

1. Student will verbally express three resources available for discussion of his/her problems.

2. Given a list of resources, student will identify three that are appropriate to him/her.

PROPS: Recommendation Sheet

SCRIPT:

1. Discuss

   - What might make a student feel better when something happens that she/he wished hadn't happened?
   - What might make a student feel better when something happens that she/he pretended didn't happen?
   - How is talking about a problem helpful? (sharing anything, including a problem, provides an opportunity to find solutions, a change to identify our own feelings, time for feedback)
   - Who is available for students to talk with? (people from religious organizations - rabbi, priest, minister, youth group leaders - school psychologist/counselor/nurse, teacher/principal, relatives, friend's parent, parents' friends, peers - one who is knowledgeable; one who cares; one who has gone through same/similar situation - adults from day care program, babysitter, scout leader, doctor).
   - How do you know if someone would be a good person to talk with? (Most people who would be good to talk with make us feel comfortable. We are able to "trust" him/her).
   - How do we know if another person can be trusted? (our own past experience, someone else's experience)
   - How does a trustful person act?
     (Doesn't:
       - tell others what we have shared with him/her
       - laugh at us or what we say
       - judge us - accepts what is said without attaching a value to it
       - become angry

- What do you do when you don't know if you can trust another person?
  (If it is the first time sharing with another person, you are taking a "risk" with that person. In order to solve problems, we often need to take a risk. Consequently, we find out whether or not we can trust him/her.)
- What if the person you are sharing with becomes upset?
  (It would be important to find someone else with whom to share, perhaps someone not so personally involved.)

ACTION: 1. Divide students into groups of 4 - 6.

2. Pass out Recommendation Sheet to each group.

3. Direct each group to read the four denial situations and write their recommendations under each section.

4. Remind groups to consider:

- personality of each character
- who character would feel comfortable talking with based on his/her personality
- how recommendation will help character get through denial
- list of resources listed on board
- what each character is afraid of

FINALE: Ask each group to share recommendations.

ENCORE: Ask each student to think about what they would recommend for him/herself if he/she were in a similar situation.

RECOMMENDATION SHEET

Tough Tom just got his report card with an "F" in reading. He's feeling upset but is continuing to deal with stress in his usual manner - by pretending it doesn't bother him and he doesn't care. Make some recommendations for Tom:

1. Who can Tom talk with?______________
2. Why would that be a good person to talk with?__________________________

   ____
3. What can Tom do to avoid being in this situation in the future?

   ____

   ____
4. Is there anything else you would recommend for Tom?_________________

   ____

   ____

Sensitive Sarah just got her report card with a "D" in math. Sarah is so upset she can't think straight or do anything. Sarah is handling her stress by closing out the world and pretending she can't understand why she got the "D". Make some recommendations for Sarah:

1. Who could Sarah talk with?__________
2. Why would that be a good person to talk with?_____________________

   ____
3. What can Sarah do to avoid being in this situation in the future?___________

   ____
4. Is there anything else you would recommend for Sarah?_______________

   ____

   ____

Logical Larry got his report card with a "D" in health. He's hurting inside but is covering it up and pretending it doesn't bother him. He is dealing with his stress by pretending the grade is all his teacher's fault. Make some recommendations for Larry:

1. Who could Larry talk with?__________
2. Why would that be a good person to talk with?_____________________

   ____
3. What can Larry do to avoid being in this situation in the future?

   ____

   ____
4. Is there anything else you would recommend for Larry?_______________

   ____

   ____

Dependable Donna got her report card with a comment about her socializing. Donna is so upset that her report card isn't absolutely perfect. She is dealing with the stress by blaming her talking on other people. She works too hard at being perfect to admit she has any faults. Make some recommendations for Donna:

1. Who could Donna talk with?__________
2. Why would that be a good person to talk with?_____________________

   ____
3. What can Donna do to avoid being in this situation in the future?

   ____

   ____
4. Is there anything else you would recommend for Donna?_______________

   ____

   ____

STAGE: DENIAL

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:
1. Student will verbally express three requests in order to seek help from resources.
2. Given a list of resources, student will identify a request for each.

PROPS: Script
Puppets

SCRIPT:
1. Review
   - list of resources from Act 8 and list on chalkboard
   - how to initiate a conversation with some of the resources listed on board
2. Read the following:

   Jason's teacher is not happy with Jason. She nags him about being out of his seat at the wrong times, not listening or following directions, and not lining up properly. Jason's parents have warned him that he had better start acting "right" in school. Jason doesn't know how he ends up doing so many things wrong. He feels sad because everyone always seems to be angry and unhappy with him.
3. Discuss
   - resources Jason could talk with about his situation

ACTION:
1. Using puppets, take turns acting out script, or (optional) invite principal to role-play with students.
2. Create additional dialogs for Jason's situation using other resources listed on board.

FINALE: Discuss how Jason might feel after talking with someone.

ENCORE: Practice being a good listener. Ask parents/other adults:

"How was your day?"
"How are you doing?"

69

JASON TALKS WITH PRINCIPAL SCRIPT

JASON: "MR. PHILLIPS, I NEED SOME HELP."

MR. PHILLIPS: "WHAT CAN I HELP YOU WITH, JASON?"

JASON: "MY TEACHER ALWAYS GETS MAD AT ME. I DON'T KNOW WHAT I'M DOING WRONG."

MR. PHILLIPS: "WHAT DOES SHE GET MAD AT YOU ABOUT?"

JASON: "SHE SAYS I NEVER LISTEN."

MR. PHILLIPS: "WHAT IS ONE THING YOU COULD DO TO BECOME A BETTER LISTENER, JASON?"

JASON: "I CAN STAY IN MY SEAT DURING READING."

MR. PHILLIPS: "THAT'S A GOOD IDEA. WHY DON'T YOU DO THAT TOMORROW AND THEN COME SEE ME AT LUNCH TO TELL ME HOW YOU DID."

JASON: "THANKS FOR HELPING ME, MR. PHILLIPS. BYE."

STAGE: DENIAL

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

1. Student will verbally express three requests in order to seek help from resources.
2. Given a list of resources, student will identify a request for each.

PROPS:

Resource Request Script
Stress Survey

SCRIPT:

1. Review

   - list of resources from Act 8 and write on chalkboard

2. Discuss

   - how to initiate a conversation with a listener/resource that would involve:

     - asking for help
     - sharing feelings with someone who will listen

3. Read the following:

   Jason is not doing well in his math class. A failure notice has been sent home. He is very upset and afraid because his parents are angry. Now he wonders if he really is capable of getting a good grade in math.

4. Brainstorm with students and create a list of requests/statements Jason could make of:

   - rabbi/minister/priest/religious leader
   - relative/older and same age
   - friend
   - principal

Examples:

- I would like to get better grades in math.
- I do not understand what I am doing wrong.
- I don't know how to handle this problem with my parents.
- I need some help with ------
- I would like to discuss with you a problem that I am having in math this year.
- I would like you to explain to me the pros and cons of my situation so that I can make the best decision.

5. Discuss

- listener/resource responses:
  - How do you know if she/he is listening?
  - How can you tell if she/he is interested in what you are saying?
  - Do you prefer him/her to listen more or talk more?
  - What kind of things do you want him/her to say?

ACTION: 1. Divide students into groups of 3 - 4.

2. Assign a different item from Stress Survey to each group.

3. Instruct students to select listener/resources from list on board and create a Resource Request Script for each.

FINALE: Share scripts with class.

ENCORE: Notice how effective it is to ask for what you need by beginning a statement/request with "I".

72

RESOURCE REQUEST SCRIPTS

STRESS SURVEY SITUATION: ______________________________

____

____

#1 LISTENER/RESOURCE: ______________________________

REQUESTOR: ______________________________

RESOURCE/LISTENER: ______________________________

REQUESTOR: ______________________________

LISTENER/RESOURCE: ______________________________

#2 LISTENER/RESOURCE: ______________________________

REQUESTOR: ______________________________

RESOURCE/LISTENER: ______________________________

REQUESTOR: ______________________________

LISTENER/RESOURCE: ______________________________

STAGE: DENIAL

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Students will verbally express directions for one visualization scene.
2. Given a list of relaxation techniques, student will identify the technique of visual imagery.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:

   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles

   (Refer to Act 4 for more information)

2. Discuss visual imagery

   - How many of you have daydreamed?
   - How many of you daydream a lot?
   - I enjoy daydreaming, too. In fact, today, I would like to give each of you the chance to have a story daydream. In a few minutes, I will invite you to close your eyes. At first, I will talk about different parts of your body to help you relax a little and to help you get ready to focus on the daydream. Then I will tell you a story. Let's see how many of you can daydream today.

74

Note about using visual imagery with students:

- Speak in an audible and soft voice.
- Speak slowly and rhythmically, saying the words as you breathe out and pausing as often as you like. The pauses are very relaxing for students.
- As students begin to relax and focus, you may have a student in the class who has a particularly hard time relaxing. He/she may breathe heavily or his/her body may twitch. It is best to go over by this student and pat him/her on the back very gently. Keep talking in a soft and audible voice.
- Don't worry about students who do not close their eyes. Many people can daydream with their eyes wide open.
- If there is a student who is particularly noisy or does not want to participate in the exercise, talk with this student before you go any further. See if he/she is willing to try this as an "experiment" to give you information about relaxing. Most students enjoy this type of exercise. However, if the first time or two is a little difficult, that is okay.
- Expect some of the students to not have an experience with the daydream. Share with them that it is all right that they did not have a daydream this time and perhaps they would like to have one another time.
- If a student cries or seems emotional, mention that tears are a release to the body and that when the body relaxes, so do emotions. Tears are fine.
- Some student may not choose to share their daydream experience and that is okay.
- Be certain all students are alert before starting to share experiences. As bodies relax, some students might feel like going to sleep. If they do go to sleep, wake them gently.
- Students may share all kinds of stories about their experience. Let them know that whatever is shared is okay. Some students may not have followed the story and may share something else that was important for them. That is all right, too.

ACTION: (Read slowly)

I invite you to close your eyes. Some of you may want to put your heads on your desks. Placing your feet flat on the floor may feel very comfortable. As you are sitting there, you may be aware of your heart beat, whether it is fast or slow. You may also be aware of your breathing. In and out. In and out. In and out. Perhaps there is a part of your body that feels relaxed. Maybe your feet are relaxed, or your legs, or your stomach or chest. Perhaps there is a part of your body that feels tight. Think about that part of your body now. Maybe it is your shoulders, or your back. Notice that now.

As you pay attention to all the special things about yourself, imagine walking down a path in a park. It is a beautiful day. The sun is shining, the sky is blue and little birds are chirping. You can see beautiful green trees ahead of you and you want to walk up to them. They are not very tall trees and you can see the branches and leaves clearly. As you look closely, you may notice a bird's nest.

As you stand watching the nest of birds, notice that there seems to be a family of birds in the nest, a mother bird and her two little babies. The mother bird is nudging the babies out of the nest and chirping as if to tell them it is time to fly on their own. One of the baby birds flies off in the sunlight to another tree. However, the other baby bird seems to be holding on tightly to the nest with his little claws. He is making very soft chirping noises, as if he is crying. The mother bird tries and tries to coax the little bird to fly and finally the baby bird is pushed out of the nest. As the little bird falls to the ground, he hops behind a tree as if to hide from the world. He does not feel ready to leave the nest or learn to fly, just yet.

Now watch yourself as you walk around the tree and bend down to talk to the little bird. Perhaps you would like to tell the little bird that you understand him not wanting to face the fact that it is time for him to fly and leave his nest. You might also want to share when you think he might be ready to try to fly on his own.

Now you know that it is time to leave. As you say goodbye to the little bird, you may see him fly away. He may go back to his nest for a while, or maybe he nestles among the leaves on the ground to think. As you come back down the path in the park, you might want to wave goodbye to the little bird. Notice the warm sunshine and the bright colors in the park. When you are ready, open your eyes and come back into this room feeling refreshed. In a few moments, as you are opening your eyes, perhaps some of you would be willing to share what this experience was like for you.

Could you see the park and the trees? What happened to the little bird in your story? How did you feel seeing the little bird? What was hard for the little bird to face?

FINALE: Discuss the visualization and share experiences.

Keep in mind:

- Each experience will be different for each student.

EPILOG: Ask someone to tell you about a place he/she visited that was relaxing for him/her. Close your eyes and picture the scene as he/she describes it. Is it relaxing to you? Are you able to visualize the scene?

STAGE: DENIAL

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express instructions for one visualization scene.

2. Given a list of relaxation techniques, student will identify the technique.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:

   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles
     (Refer to Act 4 for more information)

2. Discuss visual imagery using the following as a guide:

   - How many of you have daydreamed?
   - How many of you daydream a lot?
   - I enjoy daydreaming too. In fact, today I would like to give each of you the chance to have a "story daydream." In a few minutes, I will invite you to close your eyes. At first, I will talk about different parts of your body to help you relax a little and to help you get ready to focus on the daydream. Then I will tell you a story. Let's see how many of you can daydream today.

   Note about using visual imagery with students:

   - Speak in an audible and soft voice.
   - Speak slowly and rhythmically, saying the words as you breathe out and pausing as often as you like. The pauses are very relaxing for students.

- As students begin to relax and focus, you may have a student in the class who has a particularly hard time relaxing. He/she may breathe heavily or his/her body may twitch. It is best to go over by this student and pat him/her on the back very gently. Keep talking in a soft and audible voice.
- Don't worry about students who do not close their eyes. Many people can daydream with their eyes wide open.
- If there is a student who is particularly noisy or does not want to participate in the exercise, talk with this student before you go any further. See if he/she is willing to try as an "experiment" to give you information about relaxing. Most students enjoy this type of exercise. However, if the first time or two is a little difficult, this is okay.
- Expect some of the students to not have an experience with the daydream. Share with them that it is all right that they did not have a daydream this time and perhaps they would like to have one another time.
- If a student cries or seems emotional, mention that tears are a release to the body and that when the body relaxes, so do emotions. Tears are fine.
- Some students may not choose to share their daydream experience and that is okay.
- Be certain all students are alert before starting to share experiences. As bodies relax, some students might feel like going to sleep. If they do go to sleep, wake them gently.
- Students may share all kinds of stories about their experience. Let them know that whatever is shared is okay. Some students may not have followed the story and may share something else that was important for them. That is all right too.

ACTION: (Read slowly)

I invite you to close your eyes. Some of you may want to put you heads on your desks. Placing your feet flat on the floor may feel very comfortable. As you are sitting there, you may be aware of your heart beat, whether it is fast or slow. You may also be aware of your breathing. In and out. In and out. Perhaps you would like to focus on an area of your body that feels relaxed, or perhaps a part of you that feels tension. You might notice what your body wants to move or shift. Let it do that now.

As you pay attention to yourself, imagine walking down a path in the woods. It is a beautiful day. You can see the blue sky and the white clouds. The leaves on the trees are many shades of green. You might even be able to hear the birds singing and the crunch of the leaves beneath your feet. The cool air feels good against your skin and the smell of pine trees is everywhere.

As you are walking down this friendly path, there is a park bench ahead of you. As you walk closer to this bench, notice a child sitting there. The child is crying. You might want to walk over to this child and sit down. You realize that the child is crying because he or she does not want to face something in his life. Listen to the child and find out what is bothering him or her. (Pause) Listen. (Pause)

As you are listening, this child tells you what is bothering him/her, and what it is that he/she does not want to face. Perhaps you could tell the child that all feelings are okay and that it is understandable to not want to face something right now. You might also want to share when it might be safe to face the problem. You may notice that the child feels better as you talk.

As you are about to leave, you might wish to say goodbye. Perhaps you feel like hugging the child, saying goodbye or shaking hands. Do that now. (Pause)

80

Now it is time to leave. Come back down the path and listen again to the sounds of the forest and the birds. Smell the fresh pine air and feel the cool wind on your cheeks. Notice how bright the sun is in the sky and that everything is light.

When you are ready, and at your own pace, open your eyes and come back into the room feeling refreshed. In a few moments, as you are opening your eyes, perhaps some of you would be willing to share what this experience was like for you. Was it hard or easy to imagine the forest? What happened with the child? How are you feeling right now?

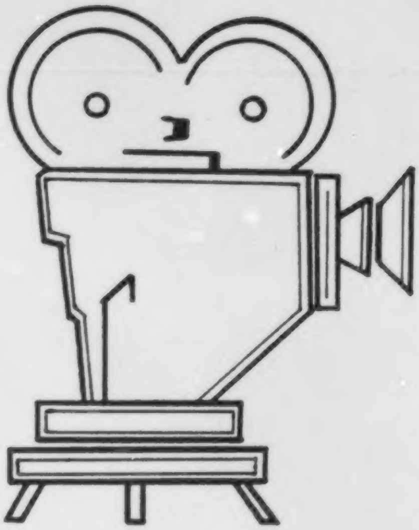
FINALE: Discuss the visualization and share experiences.

Keep in mind:

- Each experience will be different for each student.

ENCORE: Ask someone to tell you about a place he/she visited that was relaxing for him/her. Close your eyes and picture the scene as he/she describes it. Is it relaxing to you? Are you able to visualize the scene?

Section III



Anger

Often after children flee from or deny a situation, they turn around, stand their ground, and react. The reacting in this stage can be defined as ANGER. ANGER is an important and positive stage in dealing with change and stress.

ANGER can be noticed in suppressed forms such as tics, eye blinking, mouth grimacing, throat noices, stomach aches, and more severely in nightmares and fears. ANGER is noticeable when it is expressed in disruptive behavior, self abuse, injury to others, use of profanity, bullying, and aggressive behavior.

The lessons on ANGER develop an understanding of the stage and present techniques which relieve stress created by it.

STAGE: ANGER

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF ANGER

FOCUS:
1. Student will verbally express two situations demonstrating anger.
2. Given a list of situations, student will identify two that demonstrate anger.

PROPS: None

SCRIPT:
1. Review denial (Act 5)
   - What are some ways people deny a stressful situation or painful feeling?
     (laugh, make jokes, become very logical and show no emotion, blame someone else, lie, look off into space and "pretend" he/she didn't hear)
   - How is denial healthy and positive?
     (Denial acts as a buffer after a shocking, stressful situation allowing us time to collect ourselves.)
   - What would happen if denial was used to shield all pain?
     (It would require such an enormous amount of energy to maintain a constant barrier or wall that the effect would be as draining as the stressful situation itself.)
   - What would happen if denial lasted too long?
     (If denial were to last longer than a normal period of time, it would cause: - a lost sense of reality.
     - difficulty in facing feelings.

83

2. Discuss

   - Today we are going to talk about something called ANGER.
   - Anger is what we feel when we are mad.

   Example: Josh and Brandon both collect baseball cards. Brandon told Josh that he would trade his best cards with him. Josh was so excited he could hardly believe it! Then, Brandon told Josh he couldn't trade with him because he had decided to trade with someone else.

   Questions:

   - What did Josh do when Brandon said he would trade with him? (He was so excited he could hardly believe it.)
   - What do you think Josh was feeling at the end? (disappointment, then anger)

3. List on board other words to describe the feeling of anger.

ACTION:

1. Read the following story, instructing students to listen for the characters who are experiencing anger and the situation that is causing the anger.

THE NEWS

Donny was sitting in his living room when his father arrived home from work. He was watching an afternoon special on T.V. He was eating a piece of cake that his mother had made. At four o'clock his best friend, Carl, who lived next door, would be coming over to play with him. Donny waved to his father when he came in the door.

"You're early, Dad!" said Donny.

"That's because I have something to tell you, son. Would you please turn off the T.V. and ask your mother and sister, Kathy, to come in here with us?"

"Aw, Dad," groaned Donny, "can't this wait until later? I'm watching a great program about whales."

"No, Donny," said his father, "this can't wait until later. I want to talk with all of you right now."

Donny turned off the T.V. and called to his mother and sister. When they were all seated on the furniture in the living room, Donny's father began. "I wanted to talk with all of you this afternoon because today my boss, Mr. Murphy, gave me a new job!"

Donny's mother was excited. "A new job!" she said. "How wonderful!"

"Daddy, I am proud of you." said Donny's older sister. "Tell us all about the new job."

"Well, it is good in some ways," said Donny's father. "I will make more money...but there is something else I need to share with you. We have to...we have to move to another state. Mr. Murphy has given me no choice. We have to move back east next month. I am going to need a lot of cooperation from all of you."

Donny could feel his heart beating fast. He felt like someone had hit him in the stomach.

"I can't move with you,"Donny yelled. "I won't move! All my friends are here!"

"Now, Donny," said his mother, "if your father has to move, we will all go with him. Calm down and let's talk about this a little more."

Donny's face became very red. He felt hot inside. Then he exploded and screamed, "I'll go live with someone else, then! I don't need anyone. I will never move, NEVER!"

Donny's mother stood up. "I think you better go to your room, Donny," she said. "We'll talk about this later."

On the way to his room Donny's cocker spaniel, Sonny, jumped up to greet him. Donny pushed his dog away, went into his room, and slammed the door. Back in the living room, Kathy spoke up.

"Daddy, I don't really want to move either!" Kathy began to cry. "I have been going to school here ever since kindergarten! Can't we stay here, please?"

Her dad looked very serious and said, "I am sorry, Kathy, but Mr. Murphy made it clear that we must move. I know it will be tough for you and Donny. You might have other feelings too. It is important that we spend time together and talk about our feelings. Let's go talk with Donny now."

FINALE: Discuss the story using the questions below as a guide:

Keep in mind:

- that we all react differently under stress
- that there is no "good" or "bad" way to express anger
- the different ways the characters in the story experienced anger

Questions:

- What did Donny feel when he was angry?
  (stomach, heart beat, red, hot)
- What other physical feelings do people feel when they are angry?
- What did Donny do with his anger?
  (showed his anger through yelling or saying things, refusing to change his mind, pushing the dog, threatening, slamming the door)
- How do people use their voices to show anger?
- How do people use their bodies to show anger?
- What did Donny's sister do when she felt angry?
  (She cried. Why do you think she cried?)
- Why is it scary for some people to feel angry?
- What do you think would help Donny with his anger?
- How could his parents help?
- What did Donny do to his dog?
- Do you know of situations when people took their anger out on something or someone else?
- What are some positive or helpful ways to express anger?
- Why is it important to understand that we all experience anger differently?
- How do people show anger differently?
  (hot-tempered; being emotional; acting "cool"; being aloof; holding in their feelings)

Notice how many different ways the people you know best express anger.

STAGE: ANGER

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF ANGER

FOCUS:
1. Student will verbally express two situations demonstrating anger.
2. Given a list of situations, student will identify two that demonstrate anger.

PROPS: Play #1, Play #2

SCRIPT: 1. Review denial (Act 5)

- What are some ways people deny a stressful situation or painful feeling?
  (laugh, make jokes, become very logical and show no emotion, blame someone else, lie, look off into space and "pretend" he/she didn't hear)

- How is denial healthy and positive?
  (Denial acts as a buffer after a shocking, stressful situation allowing us time to collect ourselves.)

- What would happen if denial was used to shield all pain?
  (It would require such an enormous amount of energy to maintain a constant barrier or wall that the effect would be as draining as the stressful situation itself.)

- What would happen if denial lasted too long?
  (If denial were to last longer than a normal period of time,
  it would cause: - a lost sense of reality.
  - difficulty in facing feelings.)

87

2. Discuss

- Today we are going to talk about something called ANGER.

- Anger is what we feel when we are mad. It is a natural response to a frustrating situation.

Example: Chris' friend, Alex, had invited Chris and some other friends to Magic Mountain. The day before they were to go, Alex told Chris that his father would only allow him to invite one friend, so Chris could'nt go.

Questions:

- How do you think Chris felt when Alex invited him? (excited, happy)
- How do you think Chris felt when Alex told him he couldn't go? (disappointed, then angry, hurt)

3. List on board other words to describe the feelings of anger.

ACTION: 1. Read, as a class, Play #1, instructing students to see if they are able to identify the characters who are experiencing anger and the situation that is causing the anger.

FINALE: Discuss Play #1, using the questions below as a guide.

Keep in mind:

- that we all react differently under stress
- that there is no "good" or "bad" way to express anger
- the different ways the characters in the play experienced anger

Questions:

- What does it feel like to be angry? What happens inside and outside our bodies when we feel anger? (face turns red, face is tight, fists clenched, stomach tight, eyes glaring, voice strained and a different pitch)
- How does Billy show his anger? (takes it out on others, pushed his dog, slams door)
- Do you know people like Billy who take their anger out on someone or something else, either verbally or physically, perhaps to hurt others?
- Do pushing his dog, yelling at his father and slamming a door help Billy to accomplish anything? What?

- Why do you think Billy reacts angrily in such a physical way?
- What could Billy do to express his anger in other ways?
- Do you know people who stay very controlled when they are angry and do not show it at all? How is that positive? How is that difficult?
- What happens to Suzie when she is angry? (cries) Do you know anyone who cries or becomes emotional when they are angry?
- What other kinds of situations make people angry?
- What do you think Billy will do with his anger when he has to move and go to a new school?
- Do you know of anyone who has had to go through changes such as moving and stayed angry for a long time?
- What helps a person learn to deal with anger?

ENCORE: Notice how many different ways the people you know best express anger.

EPILOG:

1. Read Play #2, concerning anger, instructing students to listen for which characters in the story are angry, what is causing their anger, and how they are displaying the anger.

2. Select the students to play each part and perform the play.

3. Remembering that people do different things when angry, discuss the play using the following questions as a guide:

   - Why do you think Michelle and Ann call each other names when they are angry? What does this accomplish?
     Do you know someone who tries to hurt others with words when they are angry?

   - What does Mrs. Howard do when she gets angry? (yells, gives discipline)
     Do you notice body and voice changes when people get angry? (face red, voice loud, stomach tight, eye changes, etc.)

   - What did Matt do when he felt unfairly blamed and sent to his room? (hit the wall)
     Do you notice some people take their anger out physically on someone or something else?

   - What do you think Michelle and Ann and Matt can do when they calm down? How can they make their situation better?

   - What other situations get people angry? Do you think there are times when it is right to get angry? Do most people think it is okay to be angry? Why?

- What are some healthy ways for people to "be angry?"

- What did Michelle do when she was angry? (cry)
  Do you know some people who are very emotional when they are angry?

PLAY #1

NARRATOR: Mr. Johnson is on his way home from work. He is worried and concerned about his family and the news he must share with them when he arrives home. He has just been told by his boss, Mr. Brewster, that he must move to another state to help a new company develop. As Mr. Johnson drives into his garage, his face is very serious. He goes into his home and calls his wife and children into the living room.

MR. JOHNSON: I have called all of you here for an important reason. You know my boss, Mr. Brewster. Well, today he gave me a promotion.

SUSIE: Daddy! That's wonderful. I am so proud of you!

MRS. JOHNSON: I am happy for you too, Dear, but I don't see you smiling right now. Is there something else you have to tell us?

MR. JOHNSON: Yes, there is. In order to accept my new promotion, we have to move out of state to the new company headquarters.

BILLY: Move? Out of state? Forget it! You tell Mr. Brewster you won't take the job!

MR. JOHNSON: I can't do that, Billy. Mr. Brewster made it clear to me that I must make the move. You know how hard headed he can be.

BILLY: Then get another job!

MRS. JOHNSON: Billy! How could you say that? I think you better calm down right now!

MR. JOHNSON: I know you are angry about this Billy. It is hard for me too.

BILLY: You guys can do what you want! You can just forget about me going with you, I don't need you or anyone else! I'll go live by myself in a tree before I move. I am NOT going!

MRS. JOHNSON: That's no reason to talk to your father like this. Go to your room right now!

BILLY: Just leave me alone! I'll run away from all of you.

NARRATOR: Billy runs down the hall. On the way, his German Shepherd, Rex, jumps up to greet him. Billy pushes the dog aside and goes into his room and slams his door.

SUSIE: I am so mad at Billy! He is so mean. (She begins to cry.) But Mom, I don't want to move either! I am scared. I am also mad at Mr. Brewster. He just can't do this to us.

MR. JOHNSON: I can understand your feelings, Susie. We all need each other right now. There are a lot of changes that are going to take place and we will all have different experiences.

MRS. JOHNSON: Right. We all have feelings of anger and fear about the situation and with each other. We need to understand each other right now. Let's go talk with Billy and see what we can do.

PLAY #2

NARRATOR: This story takes place in the home of Mrs. Howard and her three children, Matt, Ann and Michelle. Mrs. Howard has just come home from the store. She is in a hurry to get the house cleaned because she is having company for dinner. Mrs. Howard is behind schedule and is feeling very rushed.

MRS. HOWARD: Michelle! Ann! I need you both right away!

ANN: What do you want? I was watching TV. My favorite program is on!

MRS. HOWARD: Never mind that now, girls. I want you to take the fine china out of the cupboard and wash it carefully in the sink. That includes Grandma's teapot, OK? And remember--BE CAREFUL!

ANN: Do we have to?

MICHELLE: Oh, gee, Mom.

MRS. HOWARD: Do it right now!

NARRATOR: Mrs. Howard leaves the room to get dressed. Ann and Michelle go to the cupboard and begin taking care of the dishes. Finally only the teapot is left.

ANN: I want to do the teapot!

MICHELLE : No, I am going to do it!

ANN: Give it to me, you creep! I am more careful than you. I'll do it!

NARRATOR: The two girls try to take the teapot from each other. Just then their brother, Matt, comes around the corner.

MATT: What are you two doing?

NARRATOR: Matt's voice scared both of the girls, and they let the teapot drop. It fell to the floor and the handle broke off.

ANN: (to Michelle) You let go! How could you! Boy, are YOU going to be in trouble!

MICHELLE: I let go when you let go! (She begins to cry) Matt, it's your fault. You and your big mouth scared me! Now Mom is going to hate me! (She cries harder)

ANN: Yeah, Matt, what do you think you are doing here? You are supposed to be cleaning the yard!

MATT: I live here too, you know! I'm going to tell Mom! You guys are going to get it!

NARRATOR: Mrs. Howard hears the children yelling and hurries to the kitchen.

MRS. HOWARD: What is going on here? What do you mean you are going to tell on your sisters? Matt, go to your room.

MATT: What? None of this is my fault! Geez!

NARRATOR: Matt's face turned red. He leaves the room. On the way down the hall he clenches his fist and hits the wall.

MRS. HOWARD: Is that my teapot? What did you girls do? Oh, no! It's broken and this has been in the family for years and years! You girls are on restriction!

ANN: Mom! It was all Michelle's fault! She tried to take the teapot away from me.

MICHELLE: (Still crying) Ha! It was Matt. He scared me. Mom, I will glue it back together.

MRS. HOWARD: No! You two go to your room and stay there. I'll get ready for the dinner myself.

NARRATOR: The two girls glare at each other and leave the room.

STAGE: ANGER

SCENE: TO DEVELOP AWARENESS OF ANGER

FOCUS:
1. Student will verbally express two situations demonstrating anger.
2. Given a list of situations, student will identify two that represent anger.

PROPS: Situation Task Cards

SCRIPT:
1. Review
   - definition of anger (Act 11)
   - story (Act 11) and how characters experienced anger
2. Discuss
   - "feeling" words

     Examples: sad, happy, worried, excited, angry, glad, scared
   - ways people experience anger

     Examples: crying, hitting, yelling, withdrawing, ignoring

ACTION:
1. Select students to role-play task card situations.
2. Discuss
   - task card situations: What is the feeling?
     What caused the feeling?
     State the feeling using an "I" statement.

Examples: Situation Task Card #1

- What is the feeling?	ANGER
- What caused the feeling?	BEING TOLD WHAT TO DO INTERRUPTION OF T.V. SHOW
- "I" statement:	I FEEL ANGRY WHEN I CAN'T WATCH THE END OF THE SHOW.

FINALE: Discuss

- What does anger tell us?
  (Anger tells us that something bothers us and that we want to protect ourselves from being hurt.)
- What can we do to be in control of our anger?
  (relaxation, deep breathing, exercise, verbal expression of feelings by sharing with someone not involved in the situation)
- What happens when someone stays angry for too long?
  (Anger may become out of control: crying, feeling irritable and tense, having nightmares, hitting others, destroying property, yelling, screaming.)

ENCORE: Think of a time you were angry with a friend. Draw a picture that describes the way you were feeling.

1. Jimmy is watching a T. V. program when his mother tells him to do his homework -- RIGHT NOW!

2. Susan and her brother Ian are doing chores around the house. Of the two chores remaining, one is really easy and the other is one chore they both hate doing. Both Susan and Ian want to do the easy one and begin arguing about who has already worked the hardest.

3. Judy is washing dishes and her sister, Robin is drying. As Judy hands Robin a dish -- and as Robin reaches for it -- the dish drops to the floor and breaks. Both girls start blaming each other for the broken dish.

4. Judy and Robin's father comes into the kitchen as the girls are arguing over the broken dish. He blames Judy and sends her to her room. As she heads towards her room, she is in a very angry state.

5. Gloria's father and mother tell her that they have decided to move. Gloria will be leaving her school and friends in four weeks.

6. Brad is angry with his father and talks back to him. His mother tells him to apologize and go to his room.

7. Steven's brother, Michael is mistreating the family dog because he is angry with his parents. Now, Steven is upset with Michael.

8. Shawn goes to school and tells her friends that she has to move to Death Valley. Some of the kids start teasing her about living in such a rotten place.

9. Adrian is telling the soccer coach that he is moving. He is afraid the coach will be angry because he is one of the star players and the coach depends on him.

*Make up your own Situation Task Cards

10.

11.

12.

93

STAGE: ANGER

SCENE: TO DEVELOP AWARENESS OF ANGER

FOCUS:
1. Student will verbally express two situations demonstrating anger.
2. Given a list of situations, student will identify two representing anger.

PROPS: Situation Task Cards

SCRIPT:
1. Review
   - definition of anger (Act 11)
   - Plays #1 and #2 (Act 11)
2. Discuss
   - "feeling" words

     Examples: sad, happy, worried, scared, excited, angry, glad
   - ways people experience anger

     Examples: crying, hitting, yelling. withdrawing, ignoring

ACTION:
1. Select students to role-play task card situations.
2. Discuss
   - task card situations: What is the feeling?
     What caused the feeling?
     State the feeling using an "I" statement.

Examples: Situation Task Card #1

- What is the feeling?	ANGER
- What caused the feeling?	BEING TOLD WHAT TO DO INTERRUPTION OF T.V. SHOW
- "I" statement:	I FEEL ANGRY WHEN I CAN'T WATCH THE END OF THE SHOW.

FINALE: Discuss:

- What does anger let us know?
  (that something is frustrating or threatening to us)

- What purpose does anger serve?
  (to protect us from being hurt)

- Why is it important to identify the cause of anger?
  (Identifying the cause of anger also identifies the fear from which the anger originates.)

- If the situation cannot be changed, what can you do to be in control of your anger?
  (relaxation, verbal expression of feelings by sharing with someone not involved in the situation)
- What happens when someone remains angry for too long a period of time?
  (- Anger may grow into rage/fury and become out of control.
  - Person may internalize anger--keep angry feelings to self--and develop physical symptoms such as muscle tension, irritability, crying easily, nightmares.
  - Person may direct anger toward others and become physically destructive by destroying others' property or hitting people.
  - Person may direct anger toward others and become verbally abusive.)

ENCORE: Think of a situation that occurred with a friend that caused you to feel angry. Draw a picture that represents the way you were feeling.

SITUATION TASK CARDS

1. Jimmy is watching a TV program when his mother tells him to do his homework - - RIGHT NOW!!!

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2. Susan and her brother, Ian, are doing chores around the house. Of the two chores remaining, one is really easy and the other is one chore they both hate doing. Both Susan and Ian want to do the easy one and begin arguing about who has already worked the hardest.

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3. Jody is washing dishes and her sister, Robin is drying. As Jody hands Robin a dish -- and as Robin reaches for it -- the dish drops to the floor and breaks. Both Jody and Robin start blaming each other for the broken dish.

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4. Jody and Robin's father comes into the kitchen as the girls are arguing over the broken dish. He blames Jody and sends her to her room. As she heads toward her room she is in a very angry state.

5. Gloria's father and mother tell her that they have decided to move. Gloria will be leaving her school and friends in four weeks.

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6. Brad is angry with his father and talks back to him. His mother tells him to apologize and go to his room.

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7. Steven's brother, Michael, is mistreating the family dog because he is angry with his parents. Now Steven is upset with Michael.

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8. Shawn goes to school and tells her friends that she has to move to Death Valley. Some of the kids start teasing her about living in such a rotten place.

9. Adrian is telling the soccer coach that he is moving. He is afraid the coach will be angry because he is one of the star players, and the coach depends on him.

*Make up your own Situation Task Cards

10.

11.

12.

STAGE: ANGER

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS ANGER IS DEMONSTRATED

FOCUS:
1. Student will verbally express three ways anger is demonstrated.
2. Given a list of situations, student will identify three that demonstrate anger.

PROPS: Scripts

SCRIPT:
1. Review
   - definition of anger (Act 11)
2. Discuss
   - situations that cause students to feel angry

ACTION:
1. Divide class in four groups and label A, B, C, and D.
2. Pass out Script A to group A
   Script B to group B
   Script C to group C
   Script D to group D
3. Instruct each group to read script, paying particular attention to how the character is demonstrating anger.
4. Ask each group to role-play script for class.

   Note: Before role-playing, students may need assistance in structuring the roles and recognizing what is happening with the characters. Questions from the instructor may be needed to help clarify the situation.

To guide discussion, the following may be helpful:

- What character is angry?
- What is causing the character's anger?
- How is the character demonstrating anger?
- What clues in the beginning paragraph tell something about the type of person the character is?

FINALE: Discuss scripts using the following as a guide:

- What was the character feeling?
- What situation caused the character to feel angry?
- What fear might be causing the character to feel angry? (fear of being alone, fear of change and new responsibilities)
- How did each character experience anger?
- What would happen if the character continued to express anger for a long period of time?
- How could the character express herself/himself in a more direct and positive way?
- What could the character do to help herself/himself reduce angry feelings in a situation she/he cannot control? (relaxation, deep breathing, exercise, share feelings with others)
- How do the characters differ in the way they express anger?
- Have you had a similar experience or do you know someone who had a hard time when her/his mother/father went to work?

ENCORE: Talk with your family and friends about angry feelings. Ask them to share a time they felt angry. How did they show their anger?

SCRIPT A

NARRATOR: TODAY IS TOUGH TINA'S FIRST DAY AT A DAY CARE CENTER. IT IS ALSO TINA'S MOTHER'S FIRST DAY AT A NEW JOB. AS THE BUS STOPS TO DROP TINA OFF AT THE DAY CARE CENTER, SHE STANDS UP AND PUSHES THE BOY IN FRONT OF HER OUT OF THE WAY.

TINA: OUT OF THE WAY --- I'M HERE AND I'M GETTING OFF FIRST!!!

TONY: I WAS HERE FIRST! YOU GET OUT OF MY WAY!

TINA: SHUT UP AND SIT DOWN, JERK.

(TINA PUSHES TONY AND JUMPS OFF THE BUS)

TONY: (YELLING) I'M GOING TO TELL ON YOU!!!

TINA: (YELLING) GO AHEAD, BABY! SEE IF I CARE!!!

SCRIPT B

NARRATOR: SMART SONIA IS HEADED HOME AFTER SCHOOL. HER NEW SITTER, CHERYL, IS WAITING FOR HER. CHERYL HAS BROUGHT ALL KINDS OF BOOKS AND GAMES TO SHARE WITH SONIA. SONIA'S DAD GETS HOME BEFORE HER MOM AND THANKS CHERYL AS SHE LEAVES.

DAD: THANKS, CHERYL. SEE YOU TOMORROW. (TO SONIA) HOW WAS THE SITTER?

SONIA: SHE'S GREAT!! SHE BROUGHT MY FAVORITE SNACK AND A LOT OF NEAT GAMES.

DAD: SO YOU HAD A GOOD TIME?

SONIA: IT WAS THE BEST TIME I'VE EVER HAD!

(SONIA'S MOM WALKS IN FROM HER FIRST DAY AT WORK)

MOM: HI, SONIA! HI, DEAR!

NARRATOR: SMART SONIA TURNS AWAY FROM HER MOM, WALKS OUT OF THE ROOM, ROOM AND SLAMS THE DOOR.

107

SCRIPT C

NARRATOR: SENSITIVE STEVEN WALKED HOME AFTER SCHOOL. WHEN HE GOT TO HIS HOUSE, HE TRIED TO OPEN THE FRONT DOOR, BUT IT WAS LOCKED. THEN HE REMEMBERED TODAY WAS HIS MOM'S FIRST DAY AT WORK AND HE WAS SUPPOSED TO GO DOWN THE STREET TO A NEIGHBOR'S HOUSE UNTIL HIS MOM PICKED HIM UP. AT 5:00, STEVEN CLIMBED INTO HIS MOM'S CAR.

MOM: HI, STEVEN! HOW WAS SCHOOL TODAY?

STEVEN: I HATE SCHOOL!!!

MOM: WHY? LAST WEEK YOU SAID YOU LIKED SCHOOL.

STEVEN: (TEARFULLY) I JUST HATE IT. I HATE GOING TO THE SITTER'S HOUSE AFTER SCHOOL, TOO!!!

MOM: HOW ABOUT GOING TO MCDONALD'S FOR DINNER? WOULD THAT CHEER YOU UP?

STEVEN: I HATE MCDONALD'S. I JUST WANT TO GO HOME AND EAT DINNER IN MY ROOM -- ALONE!

SCRIPT D

DEPENDABLE DAVID WALKED HOME AND LET HIMSELF IN WITH HIS KEY. HIS OLDER BROTHER WOULD GET HOME SHORTLY. HE LOOKED AT THE MESSY KITCHEN WITH BREAKFAST DISHES STILL LEFT ON THE COUNTER. DAVID CLEANED UP THE DISHES, SET THE TABLE FOR DINNER, AND STARTED DEFROSTING FOOD IN THE MICROWAVE. WHEN HIS MOM GOT HOME FROM HER FIRST DAY OF WORK, DAVID WAS FINISHING UP HIS HOMEWORK.

MOM: HI, DAVID! WHERE'S BOB?

DAVID: HE'S OUT PLAYING BASKETBALL. I'M HOME ALONE.

MOM: WHO CLEANED THE KITCHEN?

DAVID: WHO DO YOU THINK?

MOM: THANK YOU. THAT'S REALLY A SWEET THING FOR YOU TO DO. WHAT'S COOKING?

DAVID: DINNER IS COOKING, WHAT ELSE? I HAD TO START DINNER SO WE COULD EAT ON TIME TONIGHT. NOBODY ELSE WAS HERE TO DO IT!

STAGE: ANGER

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS ANGER IS DEMONSTRATED

FOCUS:

1. Student will verbally express three ways anger is demonstrated.
2. Given a list of situations, student will identify three that demonstrate anger.

PROPS: Scripts

SCRIPT:

1. Review
   - definition of anger (Act 11)
2. Discuss
   - situations that cause students to feel angry

ACTION:

1. Divide students into four groups and label A, B, C, and D.
2. Pass out Script A to group A
   Script B to group B
   Script C to group C
   Script D to group D
3. Instruct each group to complete their script, paying particular attention to how the character is demonstrating anger.

   Note: Before completing scripts and role-playing, students may need assistance in structuring roles and recognizing what is happening with the character. Questions from the instructor may be needed to help clarify the situation.

110

The following may be helpful:

- Which character is angry?
- What situation is causing the character's anger?
- How is the character demonstrating anger?
- What clues in the beginning paragraph tell something about the type of person the character is?

4. Ask each group to role-play script for the class

FINALE: Discuss scripts using the following as a guide:

- What was the character feeling?
- What situation caused the character to feel angry?
- What fear might be causing the character to feel angry? (fear of being alone, fear of change and new responsibilities)
- How did each character experience anger?
- What would happen if the character continued to express anger for a long period of time?
- How could the character express herself/himself in a more direct and positive way?
- What could the character do to help herself/himself reduce angry feelings in a situation she/he cannot control? (relaxation, deep breathing, exercise, share feelings with others)
- How do the characters differ in the way they express anger?
- Have you had a similar experience or do you know someone who had a hard time when her/his mother/father went to work?

ENCORE: Notice when and in what way others express anger. Decide what fear might be causing the anger.

111

SCRIPT A

TOUGH TINA IS WALKING HOME FROM SCHOOL. AS SHE APPROACHES HER HOUSE, SHE SEES HER DOG OUT IN THE STREET CHASING CARS. TINA CHASES HER DOG YELLING, "YOU DUMB DOG!! DO YOU WANT TO GET RUN OVER?!!" SHE PULLS HER DOG BY THE COLLAR, DRAGGING HIM INTO THE HOUSE AND LOCKING HIM IN THE BACKYARD. NEXT, SHE WALKS TO THE REFRIGERATOR TO GET A SNACK AND SAYS ---"FIGURES!! NO MILK, NO COOKIES, NOT EVEN A CARROT!!! EVER SINCE MOM STARTED WORKING, NOTHING IS TAKEN CARE OF!!!"

(LATER THAT EVENING, WHEN TINA'S MOM WALKS IN THE DOOR, TINA SAYS)

TINA: ____

____

MOM: ____

____

TINA: ____

____

MOM: ____

____

TINA: ____

____

SCRIPT B

Logical Lisa let herself into the house, finished her homework, and sat watching T.V. When she heard her Mom's key in the door, she quickly turned off the set, and ran to her room. As Lisa's Mom began preparing Lisa's favorite dinner, she noticed Lisa's snack plate in the sink and called "Hello." Lisa did not answer.

When dinner was ready, Lisa's Mom called, "Time for Dinner, Lisa!" Hearing no answer, she called again - - still no answer.

Then, Lisa's father called her.

Dad: Get yourself to the dinner table right now, Lisa!

Lisa: I'm too busy to eat dinner. I'm working on research for my new "fad" diet and I can't eat food today! Eating will ruin my data!

Parent: ____

____

Lisa: ____

____

Parent: ____

____

Lisa: ____

____

Parent: ____

____

Lisa: ____

____

SCRIPT C

SENSITIVE STEVEN WALKED HOME FROM SCHOOL WITH HIS TWO BOY FRIENDS AND INVITED THEM TO HIS HOUSE TO TALK, DO HOMEWORK, AND LISTEN TO SOME OF HIS NEW ALBUMS. AS HE APPROACHED HIS DRIVEWAY, HE REALIZED THAT HIS MOM'S CAR WAS GONE AND REMEMBERED THE FAMILY RULE: NO FRIENDS INSIDE THE HOUSE UNLESS A PARENT IS HOME. SADLY, HE SAID GOODBYE TO HIS FRIENDS. WALKING INTO THE QUIET AND EMPTY HOUSE, HE IMAGINED IT TO BE LIKE BEING THE ONLY LIVING THING ON A DESERTED ISLAND. WITH A CHOKING, BUT VERY QUIET VOICE, HE CALLED HIS MOM AT WORK.

MOM: GOOD AFTERNOON, MIDTOWN BANK, MRS. CHARLES SPEAKING.

STEVEN: ______________________________

____

MOM: ______________________________

____

STEVEN: ______________________________

____

MOM: ______________________________

____

STEVEN: ______________________________

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114

DEPENDABLE DAVID WALKED INTO THE KITCHEN WHEN HE ARRIVED HOME FROM SCHOOL. HE GASPED WHEN HE SAW THE MOUND OF DIRTY DISHES IN THE SINK AND BREAD CRUMBS ALL OVER THE COUNTER. HE TOOK A DEEP BREATH AND IN AN AGGITATED MANNER, ATTACKED THE MESS WHICH OBVIOUSLY HAD TO BE CLEANED UP.

NEXT, HE BEGAN SETTING THE TABLE AND PREPARING THE FAMILY'S DINNER. THEN, HE DECIDED TO CALL HIS MOM TO FIND OUT WHAT TIME SHE WOULD BE HOME IN ORDER TO KNOW WHEN TO START COOKING DINNER.

SECRETARY: GOOD AFTERNOON, SMITH AND BROWN LAW OFFICES.
DAVID: IS MS. WILLIAMS THERE? THIS IS DAVID, HER SERVANT, CALLING.
SECRETARY: ONE MOMENT, PLEASE.

MS. WILLIAMS: ______________________________

____

DAVID: ______________________________

____

MS. WILLIAMS: ______________________________

____

DAVID: ______________________________

____

STAGE: ANGER

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH ANGER AND MOVE INTO ANOTHER STAGE

FOCUS:

1. Student will verbally express three resources available for expression of his/her anger.
2. Given a list of resources, student will identify three that are appropriate to him/her.

PROPS: Drawing paper
Crayons/marking pens

SCRIPT:

1. Review characters of Tough Tina, Smart Sonia, Sensitive Steven, and Dependable David (Act 13)

   - What was the problem?
     (anger that Mom is working and not home after school)

   - What caused the characters to be angry with their mom?
     ("fear of" change, new responsibilities, being alone)

2. Discuss

   - how outside activities help us to deal with anger by:

     - decreasing angry feelings
     - alleviating stress
     - gaining ability to deal with angry situation in a constructive way

3. Brainstorm with students and list on board outside activities/groups/clubs/organizations that Tough Tina, Smart Sonia, Sensitive Steven, and Dependable David could join.

Examples:

YMCA/YWCA
4-H
Boys Club
Scouts
Nature Clubs
Foreign Language Classes
Karate Classes
Campfire Girls/Indian Guides
Sports (T-Ball, soccer, gymnastics)
arts and crafts classes
dance classes
music classes (piano, flute, etc.)
drama classes

4. Using list on board, and considering the personalities of the four characters, select an appropriate activity/group/club/organization for each.

Examples:

Tough Tina: karate class, sports group (team-soccer, baseball, swimming)
Sensitive Steven: dancing class (ballet), music class (piano), drama class, art class
Smart Sonia: 4-H Club, Nature Club (Ranger Rick) photography class, astronomy class
Dependable David: scouting, arts and crafts, cooking/sewing class, foreign language class, YWCA (swimming)

ACTION: 1. Pass out props.

2. Instruct students to:

- select two of the four characters
- draw a sketch of each character involved in an appropriate outside activity
- write a comment about each drawing

FINALE: Ask students to share drawings

ENCORE: Notice the many different outside activities people do. Think about how these activities might help to deal with angry feelings.

STAGE: ANGER

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH ANGER AND MOVE INTO ANOTHER STAGE

FOCUS:
1. Student will verbally express three outside resources available for expression of his/her anger.
2. Given a list of resources, student will identify three that are appropriate to him/her.

PROPS: Recommendation Sheets

SCRIPT:
1. Discuss
   - What are outside resources?
     (clubs, organizations, groups or activities outside of the school/home setting)
   - What outside resources are available to students?
     (4-H Club
     YMCA/YWCA
     Sports--baseball, soccer, skating, swimming, gymnastics, bowling
     Karate Lessons
     Music
     Dance
     Recreation Dept. Activities
     Scouting
     Campfire Girls
     Nature Clubs
     Drama Classes
     Boys Club
     Photography Clubs
     Cooking Classes
     Foreign Language Classes
     Arts & Crafts Classes)
   - How is involvement in an outside resource helpful when you are angry?
     (decreases angry feelings; alleviates stress; after involvement, ability to deal with angry situation in a constructive way increases)
   - How do you know what outside interest is most appropriate for you?
     (personal interests)

- How can you find out about new or additional outside resources? (local newspaper, news media, phone book/yellow pages, local library, word-of-mouth)

ACTION:

1. Divide students into groups of 4 - 6.
2. Pass out Recommendation Sheet to each group.
3. Direct each group to read the four anger situations and write their recommendations under each section.
4. Remind groups to consider:
   - personality of each character
   - what activity each character would feel most comfortable doing based on personality and way in which character deals with anger
   - how activity will help character get through anger
   - time constraints of character
   - list of resources listed on board
5. Save Recommendation Sheets for Act 15.

FINALE: Ask each group to share recommendations.

ENCORE: Ask each student to think about what they would recommend for him/herself if he/she were in a similar situation.

RECOMMENDATION SHEET

Tough Tina's mom has started working and Tina is feeling angry about being stuck at home with no place to go, no one to talk with, and nothing to do. In addition, she is getting stuck doing chores that her mom used to do. Using your imagination, make a recommendation for Tina based on her personality, interest, time constraints, available transportation and present responsibilities.

Recommended Outside Resource:

When:

Where:

Transportation:

Is there anything else you would recommend for Tina?

Sensitive Steven is not allowed to have his friends over anymore since his mom started working. Steven gets lonely, bored and ends up lying on his bed staring at the ceiling each day after school. He is angry at his mom for altering his social life when his friends are so important to him. Make a recommendation for Steven based on his personality interests, time constraints, transportation available, and present responsibilities.

Recommended Outside Resource:

When:

Where:

Transportation:

Is there anything else you would recommend for Steven?

Logical Lisa enjoys taking on new science projects. However, she is not allowed to use her chemistry set when an adult is not present in the house. For the past two weeks, Lisa has not had an opportunity to use her chemistry set because her mom has gone back to work, and there is no adult available to supervise her. Lisa's anger is slowly building up, not only because she cannot use the chemistry set in the afternoons, but also because she is thwarted in her development of a cure for obesity.

Recommended Outside Resource:

When:

Where:

Transportation:

Is there anything else you would recommend for Lisa?

Dependable David has been covering for his mom's poor house cleaning for a week now. Helping out is one thing but taking over is another! However, if he doesn't do it, it won't get done. David is angry that his mom did not plan ahead and make arrangements to be sure things are taken care of by someone else. Now that so much of his time is taken up at home, David does not have much time left for his own interests. Make a recommendation for David, based on personality, interests, time constraints, available transportation, and present responsibilities.

Recommended Outside Resource:

When:

Where:

Transportation:

Is there anything else you would recommend for David?

STAGE: ANGER

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

1. Student will verbally express three requests in order to seek help from resources.
2. Student will articulate appropriate requests of community resources for specific needs.

PROPS:
Script
Puppets

SCRIPT:

1. Review

   - list of outside resources from Act 14 and list on board
   - how to initiate a phone conversation
   - how to request information from resources listed on board

2. Read the following:

   Jackie's mom has started working and, while her mom is at work, Jackie spends her afternoons at a local day care center. Jackie was planning on playing on a soccer team with her friends; but, when her mom started back to work, she told Jackie that soccer would have to wait because she could not drive Jackie to and from practices. At first, Jackie was angry with her mom. Now she has decided to call the Parks and Recreation Center herself to see if there are any local teams where she could ride her bike to and from practice.

ACTION:

1. Using puppets, take turns acting out script or role-play script with students.
2. Create additional dialogs for Jackie's situation, using other resources listed on board.

FINALE: Discuss

- how Jackie might feel before making phone call (nervous)
- how Jackie might feel after making phone call (pleased with self)
- how to prepare for making a phone call:
  notes: - write out what you want to say
  - write down questions you want to ask
  practice: rehearse making the phone call by yourself or with a friend
- phone manners

ENCORE: Notice how much it helps to ask for information by beginning a statement or request with "I."

122

ACT 15/P

JACKIE'S PHONE CONVERSATION SCRIPT

PARKS & RECREATION CENTER: HELLO. PARKS & RECREATION CENTER.

JACKIE: YES, I WOULD LIKE SOME INFORMATION, PLEASE.

PARKS & RECREATION CENTER: WHAT IS IT YOU WOULD LIKE TO KNOW?

JACKIE: I AM 7 YEARS OLD AND WANT TO PLAY ON A SOCCER TEAM. I WANT TO PLAY ON A TEAM THAT PRACTICES NEAR MY HOUSE.

PARKS & RECREATION CENTER: WHAT IS YOUR ADDRESS?

JACKIE: 12 MAPLE STREET.

PARKS & RECREATION CENTER: THE PERSON IN CHARGE OF TEAMS IN YOUR AREA IS MR. KLEIN. HIS PHONE NUMBER IS 743-2942.

JACKIE: HOW MUCH DOES IT COST?

PARKS & RECREATION CENTER: $25. FOR THE SEASON.

JACKIE: THANK YOU. GOOD-BYE.

STAGE: ANGER

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

1. Student will verbally express three requests in order to seek help from resources.
2. Student will articulate appropriate requests of community resources for specific needs.

PROPS:

Sample letter
Paper
Pens
Recommendation Sheet from Act 14

SCRIPT:

1. Review
   - list of resources from Act 14 and list on board
2. Discuss
   - how to write and obtain written information from an outside resource
   - letter format:

     Information about self: age, grade, previous experience
     Request: what you need to know
     (Example - what lessons are available
     - time schedule of lessons
     - where lessons take place
     - length of course
     - cost)
     Closing: be polite

   - address (phone book, newspapers, library, recreation department, yellow pages)
   - information to include about self
   - questions to ask (what information you want to know)
3. Read the following:

   Janie's mom has started working; and Janie has to stay home in the afternoon with her younger brother. Now that her mom is not home or able to drive her places, Janie cannot continue her second year of ballet. However, Janie is determined to continue her dancing. She has decided to write to some dance studios to find one which offers classes at a time that she can attend.

ACTION:

1. Divide students into groups of three or four (or do as an individual assignment).
2. Pass out Sample Letter to students and read together as class
3. Instruct students to create a letter of request using the Sample Letter as a guide and a character from the Recommendation Sheet (Act 14).

FINALE: Share letters with class.

ENCORE: Ask parents if they ever wrote a letter requesting information. If not, discuss other methods used to obtain the same information.

SAMPLE LETTER

Janie Segal
4 Bluebird Lane
Midtown, Iowa 00000
Date

Twinkle Toes Dance Studio
22 Fame Lane
Dancetown, U.S.A.

Dear Dance Studio:

I am an eleven year old girl in the fifth grade with one year of ballet experience. I would like to continue taking ballet lessons but I am unable to attend classes on weekday afternoons.

I am writing to find out if you offer classes in the evening or on the weekend. If you do offer classes at this time, please send me a schedule including time, date, place, and cost.

Thank you for your time and prompt response.

Sincerely,

Janie Segal

STAGE: ANGER

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express directions for one visualization scene.
2. Given a list of relaxation techniques, student will identify the technique of visual imagery.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:
   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles
     (Refer to Act 4 for more information)
2. Review visual imagery
   - It is similar to a daydream.
     (Refer to Act 10 for additional information regarding visual imagery with students.)

ACTION: Note: This visualization will help students focus on personal issues and feelings concerning anger. The art activity that follows is best completed before sharing and discussion.

(Read slowly)

I am sure that many of you would like to be somewhere special right now--somewhere other than school. Some of you might like to be at a carnival, or some of you might like to be at home. Others of you might like to be up in the cool woods or at a warm beach. Without talking, close your eyes for just a moment, put your heads on your arms or desks, and imagine that you could be anywhere you would like. (Pause)

Imagine the colors of your favorite place. Listen to the sounds. (Pause) Perhaps you feel a cool breeze. (Pause) Picture all of your favorite things around you in this favorite place. (Pause)

Get settled in your favorite place. Perhaps you want to sit down or maybe lie down. Whatever is best for you, see yourself doing that right now. (Pause)

As you see yourself in your special place, feeling relaxed and comfortable, think of a time, a time that happened recently or a time that happened long ago, when you were very angry at something or someone. (Pause) Picture yourself there right now. Watch yourself and pay attention to what you are feeling when you are angry. (Pause) What is your face doing? (Pause) What about your voice? (Pause)

Is your body standing differently? (Pause) Are any of your muscles tight? (Pause) Watch yourself feeling very angry now as you remember that time. (Pause) Some of you may be able to see the anger you are feeling as a color. (Pause) Some of you may be able to see the anger as a shape. (Pause) Or perhaps, some of you hear all the sounds that anger can make. Are the sounds loud or noisy or deep or roaring? Pay attention to the sounds of anger. (Pause)

Now imagine your picture to be peaceful again. Watch the anger relax into a soft sound, shape or color. See if you can feel the difference in your body as you relax once again. Now picture yourself back in your favorite place. See yourself again feeling comfortable and remembering what it was like to feel the anger. (Pause)

In a moment, when you are ready and at your own pace, come back into this room and open your eyes. Notice that you are very alert and refreshed and will feel more awake with each breath you take. (Pause)

In front of you is a piece of paper. You might be able to draw a picture of what happened when you had your eyes closed. You might want to draw a picture of what anger feels like or sounds like or looks like. You might want to write some words underneath your picture describing what happened in your imagination (daydream). Go ahead and do that now. I will be coming around to talk with you while you are working on this drawing.

FINALE: Discuss the visualization and share experiences.

Keep in mind:

- Each experience will be different for each student.

ENCORE: Ask someone to tell you about a time he/she felt very angry. Close your eyes and picture the scene as he/she describes it. Are you able to visualize the scene?

STAGE: ANGER

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express instructions for one visualization scene.
2. Given a list of relaxation techniques, student will identify the technique of visual imagery.

PROPS: None

SCRIPT:

1. Review with students how relaxation techniques help us to:

   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles

   (Refer to Act 4 for more information)

ACTION: Note: This visualization will help students to focus on personal issues and feelings concerning anger. The art activity that follows is best completed before sharing and discussion.

(Read Slowly)

I am sure there is a place that many of you would rather be right now. That place may be up in the mountains, in your room at home, or walking at the beach in the warm sand, watching the waves come in and go out over and over and over again. (Pause)
Close your eyes and picture where you would like to be right now. Place your head on your arms or on your desk and get into a comfortable position. Picture your favorite place and notice every detail.

Perhaps you see colors and are aware of sounds. Look around you in your favorite place and picture yourself there. If you are in the mountains, you might feel a cool breeze brush against you and hear the winds rustling through the trees. If you are in your room, you might hear sounds of your family or your favorite music. Perhaps you see some of your favorite things surrounding you. If you are at the beach, you might be aware of the colors of the ocean, the feeling of the sand sliding through your toes and the sounds of sea gulls. As you settle yourself into your favorite place, see yourself sitting or lying down and feeling very comfortable. (Pause)

Let your mind begin to wander to other times and other situations. Perhaps you remember a time when you were very angry. (Pause) It may have been recently or it may have been a year ago or even a very long time ago. (Pause) Whatever is most important about feeling angry may come into your mind right now. Pay attention to those feelings as you see yourself being angry with someone or something. (Pause) Perhaps you feel emotional when you are angry. You might feel like closing up inside and hiding. Maybe you feel like exploding or becoming very logical and holding your feelings inside. Watch yourself feeling angry. (Pause) Notice how old you are and if someone else is with you. Watch and pay attention to what is happening. (Pause) Some of you may be able to see the anger take a shape, as if you could cut it out with scissors. (Pause) Some of you may experience the anger as a very tight or upset feeling somewhere in your body. (Pay attention to that now.) (Pause) Some of you may even hear the sounds that anger can make. Perhaps they are loud and piercing or perhaps they are something else. (Pause)

Now I invite you to change that situation in which you were very angry. Make the scene whatever you would like it to be. Notice the difference between that feeling and the one you had just a few moments ago. (Pause)

When you are ready, see yourself back in your favorite place; perhaps in the woods, the beach, wherever you enjoy being most. Go back to that place now. (Pause)

In a few moments, when you are ready, and at your own pace, open your eyes and come back into this classroom feeling alert and refreshed. Notice how awake you are feeling with each breath you take.

In front of you, you will find a piece of paper. Without talking, take the paper and draw your experience of anger. You may want to draw a shape and color it, or you may want to draw the situation you remembered and write a little story about it. Perhaps you would like to draw a picture and show where you feel anger or write what it sounds like. Whatever your experience is like for you, I invite you to express that in your own way. Go ahead and do that now. I will be coming around to talk with you while you are working on this drawing.

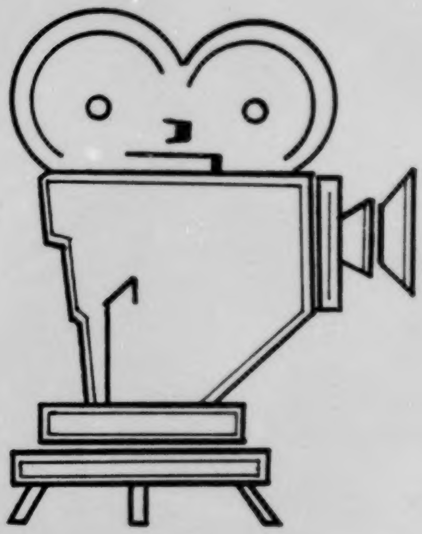
FINALE: Discuss visualization and share experiences.

Keep in mind:

- Each experience will be different for each student.

ENCORE: Ask someone to tell you about a time he/she felt very angry. Close your eyes and picture the scene as he/she describes it. Are you able to visualize the scene?

Section IV



Bargaining

When a child experiences a major life change, BARGAINING may subtly develop in his/her behavior. The purpose of BARGAINING is to regain a loss; a promise is made to do something in order to get something in return.

BARGAINING is expressed in threats (*give me what I want or I will scream, run away, hate you forever*), tantrums, and demands. On the other side, bargaining can be expressed in angelic behavior or perfectionistic tendencies. One little girl was reported to say, "*If I make my bed every day, maybe mommy and daddy will get back together.*"

The lessons on BARGAINING develop an understanding of the stage. Positive and negative aspects of BARGAINING are presented, as well as techniques to relieve stress created by this stage.

STAGE: BARGAINING

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF BARGAINING

FOCUS:

1. Student will verbally express two bargaining situations.
2. Given a list of situations, student will identify two that demonstrate bargaining.

PROPS: None

SCRIPT:

1. Review
   - denial (Act 5)
   - anger (Act 11)
   - What are some physical feelings of anger? (rapid heart beat; tightening of stomach; feeling flushed/hot)
   - What are some ways people express anger? (yelling; refusing to change their mind; pushing; hitting; threatening others; throwing/slamming things; crying)
   - How do people show that they are feeling angry? (by over-reacting--being "hot-tempered"; being emotional; acting "cool"; being aloof; holding in their feelings)
2. Discuss
   - Today we are going to talk about something people do if they are:
     - unable to face sad facts (denial)
     - angry with others or a particular situation (anger)

   It is called BARGAINING.

BARGAINING is a promise/an agreement/a deal we make in order to get something we want.

Example: Danny's mother just told him "no" when he asked her if he could spend the night at David's house. At first he was angry with his mom and went to his room vowing never to speak to her again. Then, he thought of ways to get his mom to say "yes." He asked her, "If I do everything you say all week long and keep my room clean and make my bed the way you like it, will you let me spend the night at David's?"

Example: Vicky is two years old and spends most of her day with her mom. Today the two of them are going to the supermarket to buy food for dinner. Vicky likes to sit in the shopping cart and have her mom push her up and down the aisles. As her mom heads for the cookie and cracker row, Vicky starts yelling, "Cookies! Cookies! I want cookies!"

"No Cookies now, Honey," says her mother.

"Yes! Yes! I want cookies NOW!!" screams Vicky.

Questions:

- What did Danny and Vicky use to bargain for what they wanted? (Danny--trade for work/Vicky--scream--if you give me what I want, I'll stop screaming)
- Do you think their bargaining worked?

ACTION: Read the following story aloud, instructing students to listen for who is bargaining, what situation is causing the bargaining, and what the character is bargaining for.

THE MOVE

Debbie Kwan found out early Tuesday morning that her family would be moving to Texas. For the last eight years Debbie had grown up in the town she was living in--ever since she was a baby! She liked her friends and her school. When she found out about the move, Debbie tried to pretend it wouldn't happen--but her parents kept talking about the move until Debbie felt that she was going to explode! Sometimes she would get so angry that she would burst into tears and spend the day in her room sharing her problem with her stuffed animals.

Nothing Debbie did seemed to help. As moving day came closer and closer, Debbie started to think of ways to avoid moving with her parents, or at least ways to make them change their minds. She thought of running away and then calling home to tell her parents that she would not come home until they would promise that she would not have to move. The more she thought about that, the more she realized that she did not really want to run away. Running away scared her. She tried to think of other ideas.

Debbie asked her parents if she could please stay in her home town with her grandmother. Her mother and father both said "no." Debbie told her parents she would probably be too sick to move. Nothing seemed to change their minds. Debbie began to clean her room and help her mom with the chores. She thought that if she could only act grown-up enough, her mother and father would listen to her more, and she could convince them that moving was a bad idea.

One night, about a week before the move, Debbie decided to talk to her parents. She asked them if there was any way she could stay in the house and take care of it by herself.

Debbie's mother looked at her and realized that Debbie was trying to find a way not to move.

"Honey, I know how hard this is for you. There is no way that any of us can bargain now. We must stick together and talk to each other. It's hard for me, too."

Debbie felt better knowing that it was also difficult for her parents. All along she had thought that she was the only one who was having a hard time.

FINALE: Discuss the story using the questions below as a guide.

Keep in mind:

- We all bargain.
- Sometimes bargaining works, and sometimes it doesn't.
- People bargain in different ways.

Questions for discussion:

- What were two of the feelings Debbie first had when she heard about the move?
  (denial--she tried to pretend it would not happen; anger)
- What were some of the ways Debbie tried to bargain?
  (running away; living with her grandmother; getting sick; doing lots of chores)
- Do you know about anyone who thought of running away to get his/her parents to do what he/she wanted?
- Do you know anyone who becomes sick in order to get someone to do the things he/she wants?
  (Be sure to stress that the person may not realize, consciously, why they are sick and that they may feel real pain.)
- Do you know anyone who tried to "bargain" with others by being VERY, VERY GOOD?
- How do students bargain with teachers? Does it work? Sometimes? All of the time? Never?
- What ways do children bargain with their parents?

ENCORE: Do some people-watching and notice how others bargain.

ACT 17 - INTERMEDIATE

STAGE: BARGAINING

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF BARGAINING

FOCUS:

1. Student will verbally express two bargaining situations.
2. Given a list of situations, student will identify two that demonstrate bargaining.

PROPS: Play #1

SCRIPT:

1. Review

   - denial (Act 5)
   - anger (Act 11)

   - What is anger?
     (Anger is a natural response to a frustrating/threatening situation following denial. It is the second stage in the process of dealing with a stressful situation.)

   - What are some physical feelings of anger?
     (rapid heart beat; tightening of stomach; feeling flushed)

   - What are some ways people express anger?
     (yelling; refusing to change mind; pushing; hitting; crying; threatening others; throwing/slamming things)

   - How do people show that they are feeling angry?
     (by over-reacting--being "hot tempered"; being emotional; acting "cool"; being aloof; holding in their feelings)

2. Discuss

   - Today we are going to talk about something people do if they are:

     - unable to face sad facts (denial)

- angry with others or a particular situation (anger)

- It is called BARGAINING.

- Bargaining is a promise/an agreement/a deal we make in order to get something we want.

Example: Susan's father told her "no" when she asked to have an advance on her allowance. At first Susan was really angry with her dad and spent most of the day refusing to talk with him. Then, after thinking about the situation for quite a while, she decided to think of ways to get her father to change his mind. "Dad, if I do all my chores for the next week today, then would you give me an advance?"

Example: "Jason," said Jason's mom, "don't forget what I told you. No movies this Saturday with your friend because you did not get home on time last week when you went."

Jason turned away without arguing.

His mother felt terrible. "What's playing this week?" she asked.

"It doesn't matter, Mom," said Jason tearfully.

"Didn't you say it was a science fiction film, Honey?" asked his mother.

"Yes," he replied.

"Well, if I let you go this time, will you promise to come straight home?" asked Jason's Mom.

"Yes," said Jason.

"Well, okay," said his mother. "But if you don't get home on time, I won't let you go next week--regardless of what is playing. Do you understand?"

"Yes, Mom," said Jason.

Questions:

- What ways did Susan and Jason and his mother use to bargain for what they wanted?
- Did it work for all of them?

ACTION: Read the following story, instructing students to listen and see if they are able to identify:

- who is bargaining
- what situation is causing the bargaining
- what each character is bargaining for

Dan Martinez heard his mother and father arguing in the living room. It was not the first time he had heard them yelling at each other. Yet, each time, it was harder and harder for Dan to listen. He did not want either of his parents to be hurt. He could hear frustration in his father's voice and his mother was crying. Dan loved both of his parents very much and their arguing upset him.

Several nights before, Dan had been awakened by this same kind of fighting. He felt helpless and weak. At first he tried to shut out the fear he felt inside. Then he became angry and wanted to go out and yell at his parents to STOP! But Dan knew that his anger would not get his parents anywhere, either. He tried to think of a way to make things better. "Maybe if I just make my bed in the morning," he thought, "then, I'll take out the trash and help Mom with dinner. Next, I'll go out and rake the leaves before it's time to go to bed." Dan made his plans for the next day and finally drifted into a peaceful sleep.

For the next few days everything went well. Dan was convinced that if he could just keep helping his parents, everything would be okay. His parents, however, had no idea what Dan was thinking. They certainly appreciated his help, but they themselves were busy thinking of what they could do to make their own situation better.

Dan's father told his mother that he would stop working so hard and come home at night earlier. Dan's mother told his father that she would stop taking so many night classes and be home in the evening more often.

Everything had gone well until Friday. Then, the arguing started all over again. This time Dan decided he had to say something. He opened the door and walked carefully into the living room.

"Mom, Dad?" he said softly.

"Go back to your room, Dan," said his mother. "Your father and I are having a discussion. We'll talk about it in the morning."

"No, Mom, I can't go back. I hear you arguing all the time now. I thought that if I helped out more around the house, you would realize that I am a good son and then you would stop fighting."

"Dan, Dan," said his father. "Now I realize why you were doing all those extra chores. Son, we love you. It isn't anything that you do or don't do! For that matter, it isn't anything your mom or I do or don't do. Sometimes families just have a hard time getting along; and, right now, that seems to be happening to us."

Well, Dad and Mom, if you really loved me, you would stop spending all your time arguing with each other. Then, the three of us could spend time working things out together."

"That's the best idea I've heard in along time!" said Dan's father.

"Well, I think it's a wonderful idea, too," said Dan's mother.

Then Dan suggested that the three of them make a "bargain" with one another. "Let's agree to set aside time each week to talk and discuss our problems as a family," he said.

FINALE: Discuss the story using the questions below as a guide.

Keep in mind:

- We all bargain.
- Sometimes bargaining works and sometimes it doesn't.
- Bargaining is not "good" or "bad".
- People bargain in different ways.

Questions:

- What were the feelings that Dan first felt when he heard his parents fight?
  (denial--tried to shut out the fear; anger--wanted to yell at his parents)
- How did Dan first try to bargain?
  (helping with chores; being "good")
- How did Dan's parents try to bargain?
  (giving things up for each other)
- How did Dan's mother try to bargain with him when he came into the living room?
  (She told him that if he would go to his room, they would talk with him in the morning.)
- What "bargain" were Dan and his parents agreeing to at the end of the story?
  (a family meeting time each week)

ENCORE: Notice how differently people bargain. What situation is causing them to bargain?

EPILOG: After having a review discussion concerning bargaining, pass out a copy of play #1 to each student. Select students to read each part and read the script aloud. Next, instruct students to go over the play and to UNDERLINE the parts of the script where they see bargaining taking place.

Then, using the questions below as a guide, discuss the play.

Questions:

- What were some of the bargains in the play?
  (Clay talking Kathy into running for office with him;
  Paula and Nathan promising to change the cafeteria food;
  Clay and Kathy deciding to give free ice cream and games in exchange for votes;
  Nathan trying to threaten Clay and offer him a bargain if he drops out of the race;
  Clay and Kathy thinking they could bargain with their parents after the election;
  More subtle ones: Kathy praying to get what she wanted;
  Paula crying and asking the principal not to be angry)
- What bargains worked?
- When didn't the bargains work?
  (when Nathan threatened Clay; when the principal would not change his mind)
- What do you think will happen if the four students talk with their parents?

Write a short story or script for one of the students bargaining with his/her parents.

PLAY #1

CHARACTERS: NARRATOR
CLAY
KATHY
NATHAN
PAULA
MR. SANCHEZ

NARRATOR: KATHY EDWARDS ATTENDS JEFFERSON ELEMENTARY SCHOOL. SHE WAS EXCITED TO BE IN THE UPPER GRADE BECAUSE SHE WOULD HAVE SOME EXTRA PRIVILEGES. DURING THE FIRST FEW WEEKS OF SCHOOL, SHE DISCOVERED THAT ONE OF THE PRIVILEGES WAS THAT SHE COULD RUN FOR AN OFFICE ON THE STUDENT COUNCIL. KATHY WAS THINKING OF WHICH POSITION SHE WOULD LIKE TO HAVE MOST WHEN SHE RAN INTO A FRIEND OF HERS, CLAY WASHINGTON.

KATHY: HI CLAY! SORRY I BUMPED INTO YOU. SAY, DID YOU HEAR ABOUT THE ELECTIONS FOR CLASS OFFICERS?

CLAY: I SURE DID, KATHY. I THINK I'LL RUN FOR PRESIDENT.

KATHY: ME TOO!

CLAY: WAIT, I HAVE AN IDEA! WHY COULDN'T WE RUN TOGETHER?

I'LL RUN FOR THE OFFICE OF PRESIDENT, AND YOU CAN RUN FOR THE OFFICE OF VICE PRESIDENT! WE'LL BE A TEAM.

KATHY: WELL, I DON'T KNOW, CLAY.

CLAY: KATHY, THINK OF IT! WITH BOTH OF US RUNNING WE WOULD BE SURE TO GET AN OFFICE. I'LL GET THE BOYS TO VOTE FOR YOU, AND YOU CAN TELL THE GIRLS THAT I WOULD BE THE GREATEST PRESIDENT. YOU KNOW, PAULA SHEPARD IS GOING TO RUN FOR VICE PRESIDENT!

KATHY: NO, NOT HER!

CLAY: YES, SHE IS, AND SHE IS GOING TO BE A TEAM TICKET WITH HER GOOFY BOYFRIEND, NATHAN, WHO WANTS TO BE PRESIDENT. NOW, WHAT DO YOU SAY?

KATHY: IT'S A DEAL! I COULDN'T STAND IT IF THEY WON. LET'S PLAN OUR STRATEGY!

NARRATOR: KATHY AND CLAY WORKED ON THEIR CAMPAIGN UNTIL 10:00 THAT EVENING. THEY MADE POSTERS AND CARDS THAT THEIR FRIENDS COULD PIN ON THEIR SHIRTS. THEY WORKED VERY HARD FOR SEVERAL DAYS. FINALLY, IT WAS THE DAY BEFORE THE ELECTION.

CLAY: HOW'S IT GOING, KATHY? I AM BUSHED! I AM ALSO NOT ABSOLUTELY SURE WE ARE GOING TO WIN. PAULA AND NATHAN ARE PROMISING EVERYONE THAT THEY WILL CHANGE THE SCHOOL LUNCHES AND GET IN A MCDONALD'S OR SOMETHING!

KATHY: BUT THEY CAN'T DO THAT! THERE IS NO WAY THEY CAN KEEP THEIR PROMISE!

CLAY: WELL, THAT IS THE BARGAIN THEY ARE STRIKING WITH EVERYONE. I WAS THINKING, KATHY, MAYBE WE SHOULD DO THE SAME THING. YOUR DAD OWNS THE ICE CREAM SHOP AT THE CORNER AND MY BROTHER WORKS IN THE GAME CENTER DOWNTOWN. MAYBE WE COULD PROMISE EVERYONE THAT THEY COULD HAVE FREE ICE CREAM AND PLAY FREE VIDEO GAMES.

KATHY: GEE, I DON'T KNOW. MY DAD MAY NOT LIKE THAT. HE SAYS IT'S HARD TO MAKE A LIVING IN THE STORE AS IT IS.

CLAY: HE WANTS YOU TO BE VICE PRESIDENT DOESN'T HE?

KATHY: SURE HE DOES!

CLAY: THEN, THIS MAY BE OUR ONLY CHANCE! THE ELECTION IS TOMORROW! WE'LL HAVE TO HURRY AND GET ON THE PHONE TO CALL ALL OUR FRIENDS AND TELL THEM OUR NEW DEAL!

NARRATOR: CLAY AND KATHY CALLED THEIR FRIENDS UNTIL IT WAS TIME TO SLEEP. KATHY HAD A RESTLESS NIGHT AT HER HOUSE AND CLAY COULD NOT SLEEP AT ALL AT HIS HOUSE. THE NEXT MORNING THE TWO FRIENDS MET AT SCHOOL.

CLAY: SAY, I AM GETTING A LITTLE NERVOUS!

KATHY: I AM A LITTLE WORRIED TOO, CLAY. I SAID SOME EXTRA PRAYERS LAST NIGHT THAT WE WOULD WIN TODAY!

Narrator: Just then, Nathan and Paula walk up to the classroom door, looking very sure of themselves.

Nathan: Well, well, here are the two little cheaters who are promising everyone free prizes if they get elected.

Paula: What's the matter, we too much competition for you?

Kathy: Hardly!

Clay: Say, what about all those corny promises you two have been making?

Nathan: You know, I have a mind to let you have it Clay! How would you like to punch it out after school? Of course, I might let you off the hook if you drop out of the race now.

Clay: Forget it, Nathan. I am not going to fall for your threats! I'll...

Narrator: Before Clay could finish his sentence, the voice of the principal was heard over the loudspeaker. Mr. Sanchez asked for all of the candidates who were running for President and Vice President to report to his office at once. Kathy, Clay, Nathan and Paula hurried down the hall.

CLAY: HE PROBABLY WANTS TO TELL US THAT WE HAVE WON THE ELECTION!

NATHAN: SURE, SURE, DREAM ON!

MR. SANCHEZ: HELLO, BOYS AND GIRLS. PLEASE HAVE A SEAT. I HAVE SOME DISTURBING NEWS FROM SOME OF THE STUDENTS AT THIS SCHOOL. SEVERAL PEOPLE HAVE LET ME KNOW THAT THERE HAVE BEEN SOME GIMMICKS BEING PLAYED IN THIS ELECTION.

NATHAN: LIKE WHAT?

MR. SANCHEZ: LIKE YOU AND PAULA PROMISING THAT YOU WILL GET RID OF THE SCHOOL CAFETERIA! HOW DID YOU THINK YOU COULD FULFILL THAT PROMISE?

PAULA: I DON'T KNOW, MR. SANCHEZ. PLEASE DON'T BE MAD AT US! WE ONLY WANTED TO WIN. (SHE CRIES)

MR. SANCHEZ: I AM SORRY FOR BOTH OF YOU. I AM SURE YOUR WORK AT THIS SCHOOL AND YOUR PERSONALITIES ALONE WOULD HAVE BEEN ENOUGH TO GIVE YOU A CHANCE IN THIS ELECTION.

NARRATOR: KATHY AND CLAY LOOK AT EACH OTHER AND START TO SMILE. THEY ARE SURE THAT THEY ARE GOING TO WIN.

Mr. Sanchez: And...Clay and Kathy, I also heard that you two have promised free ice cream and video games for all who vote for you. I had a chat with your parents a few minutes ago and they denied that you had ever talked with them about your ideas.

Clay: Well, Mr. Sanchez, we were planning to talk to them. We wanted to see if we would win first.

Kathy: We figured we could bargain with our parents then, because they would be so happy. I'm feeling depressed. I didn't realize how wrong we've been.

Mr. Sanchez: The election is off for now. I will notify the teachers and students at once. I do not want the leaders of this school playing games with their fellow students.

Clay: But, Mr. Sanchez, couldn't we just try to...

Mr. Sanchez: The bargaining is over. I think you better get back to class. Perhaps you need to start thinking about what you will say to your parents tonight.

143

STAGE: BARGAINING

SCENE: TO DEVELOP AWARENESS OF BARGAINING

FOCUS:

1. Student will verbally express two bargaining situations.
2. Given a list of situations, student will match bargains to each situation.

PROPS:

Positive (+) Bargaining Cards
Negative (-) Bargaining Cards

SCRIPT:

1. Review
   - definition of bargaining (Act 17)

ACTION:

1. Divide students into groups of 4 - 6.
2. Place one set of Positive Bargaining Cards and one set of Negative Bargaining Cards (with + and - markings facing up) in center of each group.
3. Each member of group
   - selects 2 Positive Bargaining Cards and 2 Negative Bargaining Cards
   - reads his/her cards to group
4. Instruct students to "trade"/"bargain" with members of group to exchange Bargaining Cards she/he may not want. (allow approximately 10-15 minutes for exchanging)

FINALE: Share bargaining experience with class.

Discuss

- Was it difficult or easy to bargain? Why?
- Did you bargain for something and discover that you were not as pleased about the bargain as you thought you would be?
- Were you able to get exactly what you wanted by bargaining?
- Did you find that you wanted something but ended up settling for something else?
- Did all of you want the same thing?

ENCORE: Think about something you want at home. What would you be willing to "bargain" with or give up to get it?

YOUR FAMILY WILL STAY TOGETHER ALWAYS

YOU WILL BE A GREAT ATHLETE

YOU HAVE EXCELLENT HEALTH YOUR ENTIRE LIFE

YOU WILL ALWAYS BE AN "A" STUDENT

YOU WILL BE A FAMOUS ENTERTAINER

YOU WIN $1,000 IN A GROCERY GAME

YOU OWN A HOUSE ON THE BEACH

YOU OWN A HORSE

YOU WIN A $100 GIFT CERTIFICATE
AT A TOY STORE

YOU HAVE YOUR OWN ROOM DECORATED
EXACTLY THE WAY YOU LIKE IT

YOU HAVE YOUR OWN VIDEO GAME

YOUR FAMILY TAKES A THREE MONTH
VACATION TO EUROPE

YOU GET THE CAR OF YOUR CHOICE
WHEN YOU TURN 16

YOU ARE HAPPY YOUR WHOLE LIFE

YOU BECOME A RICH DOCTOR

YOUR MOM HAS A BABY

YOU HAVE TO MOVE TO NEW YORK NEXT MONTH

YOU LOSE ALL YOUR FRIENDS

YOUR PARENTS HAVE TWINS! A NEW BROTHER AND SISTER FOR YOU!!

YOUR PET DIES

A BURGLAR STEALS ALL YOUR TOYS

YOU HAVE TO GO TO THE HOSPITAL FOR 2 WEEKS

YOU HAVE TO REPEAT THIS GRADE OVER AGAIN NEXT YEAR

YOU WORK ALL YOUR LIFE AND NEVER HAVE A VACATION

YOU CAN NEVER WATCH TV AGAIN

YOU NEVER LIVE IN ONE HOUSE
LONGER THAN ONE YEAR

YOUR HOUSE BURNS DOWN

THERE IS NEVER ENOUGH FOOD IN THE
HOUSE AND YOU ARE STARVING

YOU ARE ON A SPECIAL DIET!
YOU MAY NEVER EAT CANDY AGAIN!

YOU HAVE TO WEAR BRACES FOR
10 YEARS

YOUR BEST FRIEND TELLS YOU HE
DOESN'T LIKE YOU ANYMORE

YOU ARE SENT AWAY TO SCHOOL

STAGE: BARGAINING

SCENE: TO DEVELOP AWARENESS OF BARGAINING

FOCUS:
1. Student will verbally express two bargaining situations.
2. Given a list of situations, student will match bargains to each situation.

PROPS:
Positive (+) Bargaining Cards
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SCRIPT:
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FINALE: Share bargaining experience with class.

Discuss

- Was it difficult or easy to bargain? Why?

- Did you bargain for something and discover that you were not as pleased about the bargain as you thought you would be?

- Were you able to get exactly what you wanted by bargaining?

- Did you find that you wanted something but ended up settling for something else?

- Did all of you want the same thing?

- Why might it be helpful to think about a situation before bargaining? (Thinking first about a situation can help you find the best way to get what you want.)

- Why do people often have difficulty keeping their bargains? (People often agree to more than they can carry out.)

- If being angry does not get us what we want, why bargain? (Sometimes bargaining gets us what we want when being angry did not get us what we want.)

ENCORE: Think about something you want at home. Now think about something you can give up to get what you want. With whom are you bargaining? Does the person with whom you are bargaining want what you can give them as much as you want what he/she can give you?

YOUR FAMILY WILL STAY TOGETHER ALWAYS

YOU HAVE EXCELLENT HEALTH YOUR ENTIRE LIFE

YOU WILL BE A FAMOUS ENTERTAINER

YOU OWN A HOUSE ON THE BEACH

YOU WILL BE A GREAT ATHLETE

YOU WILL ALWAYS BE AN "A" STUDENT

YOU WIN $1,000 IN A GROCERY GAME

YOU OWN A HORSE

YOU WIN A $100 GIFT CERTIFICATE AT A TOY STORE

YOU HAVE YOUR OWN ROOM DECORATED EXACTLY THE WAY YOU LIKE

YOU HAVE YOUR OWN VIDEO GAME

YOUR FAMILY TAKES A THREE MONTH VACATION TO EUROPE

YOU GET THE CAR OF YOUR CHOICE WHEN YOU TURN 16

YOU ARE HAPPY YOUR WHOLE LIFE

YOU BECOME A RICH DOCTOR

YOUR MOM HAS A BABY

YOU HAVE TO MOVE TO NEW YORK NEXT MONTH

YOU LOSE ALL YOUR FRIENDS

YOUR PARENTS HAVE TWINS! A NEW BROTHER AND SISTER FOR YOU!!

YOUR PET DIES

A BURGLAR STEALS ALL YOUR TOYS

YOU HAVE TO GO TO THE HOSPITAL FOR TWO WEEKS

YOU HAVE TO REPEAT THIS GRADE OVER AGAIN NEXT YEAR

YOUR WORK ALL YOUR LIFE AND NEVER HAVE A VACATION

YOU CAN NEVER WATCH TV AGAIN

YOU NEVER LIVE IN ONE HOUSE LONGER THAN SIX MONTHS

YOUR HOUSE BURNS DOWN

THERE IS NEVER ENOUGH FOOD IN THE HOUSE AND YOU ARE STARVING

YOU ARE ON A SPECIAL DIET!
YOU MAY NEVER EAT CANDY AGAIN!

YOU HAVE TO WEAR BRACES FOR 10 YEARS

YOUR BEST FRIEND TELLS YOU HE DOESN'T LIKE YOU ANYMORE

YOU ARE SENT AWAY TO SCHOOL

STAGE: BARGAINING

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS PEOPLE BARGAIN

FOCUS:

1. Student will verbally express three ways people bargain.
2. Given a list of situations, student will identify three that demonstrate bargaining.

PROPS: Scripts

SCRIPT:

1. Review

   - definition of bargaining (Act 17)

ACTION:

1. Divide class into 4 groups and label A, B, C, and D.
2. Pass out Script A to group A
   Script B to group B
   Script C to group C
   Script D to group D
3. Instruct each group to read script, paying attention to the way each character would bargain to not wear glasses.
4. Ask each group to role-play script for class.

   Note: Before role-playing, students may need assistance in structuring the roles and recognizing what is happening with the characters. Questions from the instructor may be needed to clarify the situation.

To guide discussion, the following might be helpful:

- What character is bargaining?
- What situation is causing the character to bargain?
- With whom is the character bargaining?

FINALE: Discuss scripts using the following as a guide:

- Identify what the character is doing. (bargaining)
- Identify the cause of the bargaining. (wearing glasses)
- What did the character do to demonstrate bargaining?
- What would happen if the character continued bargaining for a long period of time?
- How could the character express his/her feelings in a more positive and direct way?
- How do scripts A, B, C, and D differ in the way each character bargained?

ENCORE: Notice the ways in which your friends bargain with you. Were they more like Tough Tom, Smart Sam, Sensitive Sarah, or Dependable Donna?

SCRIPT A

Narrator: Tough Tom has gone to the eye doctor for a check-up. The Doctor is telling Tom that his eyes are getting worse.

Doctor: Have you been wearing your glasses, Tom?

Tough Tom: I forget. Sometimes I even forget to take them to school.

Doctor: Do you wear them when you read?

Tough Tom: Sometimes I forget them when I read, Doctor.

Doctor: I think I will have to give you stronger glasses. Here, try these glasses on, Tom.

Narrator: The Doctor tries to put the glasses on Tom.

Tough Tom: I'm not going to wear THOSE STUPID GLASSES!

Doctor: Well, if you don't wear the glasses you have now, your eyes might get worse. Then you will need thick glasses!

Tough Tom: Ok. Maybe I'll wear them - but only when I read!

SCRIPT B

NARRATOR: SMART SAM'S DAD TOOK SAM TO THE EYE DOCTOR BECAUSE HIS TEACHER NOTICED THAT HE WAS SQUINTING IN CLASS. THE EYE DOCTOR SAID THAT SAM NEEDED GLASSES.

SAM: I DON'T WANT TO WEAR GLASSES!

DAD: THE DOCTOR SAYS YOU NEED THEM.

SAM: THERE IS NOTHING WRONG WITH MY EYES. I CAN READ! WHERE DID YOU FIND THIS DOCTOR ANYWAY?

DAD: I KNOW YOU CAN READ. THE GLASSES WILL MAKE READING EASIER.

SAM: I THINK WE SHOULD GO SEE ANOTHER DOCTOR.

DAD: WHY?

SAM: WELL, ON TELEVISION, THEY ADVERTISE THAT PEOPLE SHOULD ALWAYS GET A SECOND OPINION - JUST IN CASE! THEN, IF TWO DOCTORS SAY THAT I NEED GLASSES, MAYBE I WILL AGREE TO WEAR THEM.

SCRIPT C

Narrator: Sensitive Sarah's sister, Lynn, just arrived home with her mom after a visit to the eye doctor. Lynn is wearing new glasses and showing them to everyone.

Lynn: Sarah! Look at my new glasses! Aren't they pretty? Mom just bought them for me!

Sarah: I want glasses too, Mom! Take me to the Doctor!

Mom: Sarah, you don't need glasses. Lynn needs them.

Lynn: That's right! I'm special.

Sarah: I want glasses right now!!
(Sarah begins to cry)
I've just got to have them...

Mom: I'll tell you what, Sarah. We'll go out after dinner tonight and buy you a pair of sunglasses. How does that sound?

Sarah: Ok...And I'll wear my glasses whenever Lynn wears hers!!

Lynn: Oh, No!!

SCRIPT D

NARRATOR: DEPENDABLE DONNA'S MOM TOOK DONNA TO THE EYE DOCTOR BECAUSE SHE WAS GETTING HEADACHES DURING READING. THE DOCTOR SAID DONNA NEEDS GLASSES. AS THEY LEAVE THE DOCTOR'S OFFICE, DONNA'S MOM SAYS:

MOM: WASN'T THAT A NICE DOCTOR?

DONNA: YES, BUT HOW COME I NEED GLASSES WHEN I GET SUCH GOOD GRADES? MAYBE I JUST NEED MORE SLEEP.

MOM: WELL, WITH GLASSES YOU WON'T GET HEADACHES WHEN YOU READ.

DONNA: WELL, I DON'T WANT GLASSES. I THINK I SHOULD JUST EAT CARROTS EVERY DAY, GO TO BED RIGHT AFTER DINNER, AND WATCH LESS TELEVISION. IF I DO ALL THAT, MY EYES WILL BE OKAY!

MOM: DONNA, YOU ONLY HAVE TO WEAR GLASSES WHEN YOU READ!

DONNA: I KNOW, BUT I STILL DON'T WANT THEM. BESIDES, IF I WEAR GLASSES NO ONE WILL WANT TO BE MY FRIEND.

MOM: DOESN'T MARY WEAR GLASSES, AND ISN'T SHE YOUR FRIEND?

DONNA: I FORGOT THAT MARY WEARS THEM! I'LL GO OVER TO HER HOUSE TODAY. IF SHE WILL WEAR HER GLASSES TO READ TOMORROW, THEN MAYBE I'LL TRY MINE.

STAGE: BARGAINING

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS PEOPLE BARGAIN

FOCUS:

1. Student will verbally express three ways people bargain.
2. Given a list of situations, student will identify three that demonstrate bargaining.

PROPS: Scripts

SCRIPT:

1. Review

   - definition of bargaining (Act 17)

ACTION:

1. Divide students into four groups and label A, B, C, and D.
2. Pass out Script A to group A
   Script B to group B
   Script C to group C
   Script D to group D
3. Instruct each group to complete their script, paying attention to the way each character would bargain to not wear braces.

   Note: Before completing scripts and role-playing, students may need assistance in structuring the roles and recognizing what is happening to each character.

   Questions from the instructor may be needed to clarify the situation.

   The following may be helpful:

   - What character is bargaining?
   - What situation is causing the character to bargain?

- With whom is the character bargaining?
- What does the character want to get out of the bargaining?

4. Ask each group to role-play script for class.

FINALE: Discuss scripts using the following as a guide:

- Identify what the character is doing. (bargaining)
- Identify the cause of the bargaining. (wearing braces)
- What did the character do to demonstrate bargaining?
- What would happen if the character continued bargaining for a long period of time?
- How could the character express his/her feelings in a more positive and direct way?
- How do scripts A, B, C, and D differ in the way each character bargained?
- What does bargaining tell the character about his/herself?
- How would identifying the cause of the bargaining be helpful to the character? To character's family?

ENCORE: Notice when and in what way others bargain. Decide what situation might be causing the bargaining.

SCRIPT A

TOUGH TOM WAS IN THE BATHROOM, LOOKING IN THE MIRROR AND HOLDING A PAIR OF PLIERS IN HIS HAND. HE HAD BRACES ON HIS TEETH FOR TWO WEEKS NOW AND COULD NOT STAND THEM ANY LONGER. JUST AS TOM PULLED OFF THE FIRST WIRE HIS MOTHER WALKED INTO THE BATHROOM.

MOM: WHAT DO YOU THINK YOU ARE DOING?!

TOM: ____

____

MOM: ____

____

TOM: ____

MOM: ____

TOM: ____

____

SCRIPT B

LOGICAL LARRY WAS SITTING IN THE ORTHODONTIST'S CHAIR. HIS MOM AND THE ORTHODONTIST WERE DISCUSSING THE TIMELINE FOR LARRY'S BRACES, AND LARRY WAS ALREADY TRYING TO FIGURE OUT A WAY TO AVOID BRACES AT ALL COSTS.

LARRY: HOW LONG DID YOU SAY YOU PLAN ON HAVING ME WEAR THIS METAL IN MY MOUTH?

DOCTOR: ______________________________

____

LARRY: ______________________________

____

DOCTOR: ______________________________

____

LARRY: ______________________________

____

DOCTOR: ______________________________

____

LARRY: ______________________________

____

SCRIPT C

SENSITIVE SARAH WAS SOBBING. THE ORTHODONTIST HAD JUST TOLD HER THAT SHE NEEDED TO WEAR BRACES FOR 2½ YEARS. WORSE YET, HE WANTED TO START PUTTING THEM ON NEXT WEEK, AND, IN TWO WEEKS SARAH WAS TO PLAY THE LEAD IN HER CLASS PLAY.

SARAH: MOM, I CAN'T DO IT! NO ONE WILL WANT ME IN THE PLAY WITH BRACES ON MY TEETH!! EVERYONE WILL MAKE FUN OF ME AND CALL THEM RAILROAD TRACKS!

MOM: ____________________

____

SARAH: ____________________

____

MOM: ____________________

____

SARAH: ____________________

____

MOM: ____________________

____

SARAH: ____________________

____

SCRIPT D

DEPENDABLE DONNA WENT TO THE NURSE'S OFFICE SHORTLY AFTER SCHOOL STARTED. THE NURSE SENT HER HOME WITH A PAINFUL STOMACH ACHE AND HEADACHE ALTHOUGH SHE DID NOT HAVE A FEVER. WHEN DONNA'S MOM PICKED HER UP, SHE REMINDED DONNA THAT SHE WAS TO GO THE ORTHODONTIST'S AT NOON DURING LUNCH.

DONNA: OH, YEAH, I GUESS YOU'LL HAVE TO CANCEL MY APPOINTMENT.

MOM: ______________________________

____

DONNA: ______________________________

____

MOM: ______________________________

____

DONNA: ______________________________

____

MOM: ______________________________

____

DONNA: ______________________________

____

STAGE: BARGAINING

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH BARGAINING AND MOVE INTO ANOTHER STAGE

FOCUS:

1. Student will verbally express three resources available for discussion of problems.
2. Given a list of resources, student will identify three that are appropriate to him/her.

PROPS: Bargaining Situation Sheets

SCRIPT:

1. Review characters of Tough Tom, Smart Sam, Sensitive Sarah, and Dependable Donna. (Act 19)
   - What was the problem? (getting glasses)
   - What caused the characters to bargain? (not wanting glasses)
2. Discuss
   - how bargaining provides us an opportunity to get what we want
3. Brainstorm with students and list on board possible ways for Tough Tom, Smart Sam, Sensitive Sarah, and Dependable Donna to get what they wanted if they did not have money.

   Example: - skills and services you have to offer
   - trading

ACTION: 1. Pass out a bargaining situation to each student.

2. Instruct student to:

    - read the bargaining situation (or read as a class)
    - draw a picture of the character bargaining
    - write a sentence about the drawing
    - consider the list of resources on board

FINALE: Ask students to share drawings.

ENCORE: Talk with your friends about bargains they have made or wished they hadn't made. Have you ever found yourself in a similar situation?

174

SMART SAM

SMART SAM HAS SAVED $7.49 FOR A COMPUTER THAT COSTS $25.00. SAM'S PARENTS HAVE TOLD HIM THAT HE WOULD HAVE TO BUY IT HIMSELF. HE HAS NOW FOUND AN AD IN THE NEWSPAPER SAYING THAT A STORE IS SELLING THE COMPUTER GAME HE WANTS FOR $15.99, BUT THE SALE ENDS IN TWO DAYS.

WRITE A SENTENCE AND DRAW A PICTURE OF A BARGAIN SAM COULD MAKE.

SENSITIVE SARAH

SENSITIVE SARAH FINISHED DOING THE DISHES FOR HER BROTHER SO THAT HE COULD WORK ON HIS HOMEWORK. SARAH'S FRIEND WAS COMING OVER TO SPEND THE NIGHT AND SHE WANTED TO BORROW ONE OF HER BROTHER'S GAMES.

WRITE A SENTENCE AND DRAW A PICTURE OF A BARGAIN SARAH COULD MAKE WITH HER BROTHER.

BARGAINING SITUATION SHEET

TOUGH TOM

TOUGH TOM LOST HIS SPELLING WORKBOOK. MISS PATIENCE, HIS TEACHER, TOLD HIM HIM HE WOULD HAVE TO STAY AFTER SCHOOL FOR THE REST OF THE WEEK TO COPY OUT OF HER BOOK. TOM HAS A T-BALL PRACTICE EVERYDAY RIGHT AFTER SCHOOL.

WRITE A SENTENCE AND DRAW A PICTURE OF A BARGAIN TOM COULD MAKE WITH HIS TEACHER.

DEPENDABLE DONNA

DEPENDABLE DONNA WALKS THE EPSTEIN'S DOG TWO TIMES EACH WEEK. LAST WEEK, WHEN SHE RETURNED THE DOG, MR. AND MRS. EPSTEIN INVITED HER TO THEIR GARAGE SALE. AT THE GARAGE SALE SHE FOUND A LOVELY NECKLACE WHICH COST $1.50. SHE ONLY HAD $1.00.

WRITE A SENTENCE AND DRAW A PICTURE OF A BARGAIN DONNA COULD MAKE WITH THE EPSTEIN'S.

STAGE: BARGAINING

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH BARGAINING AND MOVE INTO ANOTHER STAGE

FOCUS:

1. Student will verbally express three resources available for discussion of problems.
2. Given a list of resources, student will identify three that are appropriate to him/her.

PROPS: Recommendation Sheet

SCRIPT:

1. Review

   - definition of bargaining (Act 17)

2. Brainstorm and list on board ways to get what you want if you do not have any money.

   Example: skills and services you have to offer

3. Discuss

   - how bargaining is:

     - more helpful than being angry about a situation
     - more helpful than denying a situation
     - more constructive than anger
     - more direct than denial
     - a way to allow for recognition of what is wanted from the situation

ACTION:

1. Divide students into groups of 4-6.
2. Pass out Recommendation Sheet to each group.
3. Direct each group to read the four bargaining situations and write their recommendations under each section.

4. Remind group to consider:

   - personality of each character
   - the type of bargain each character would feel the most comfortable making based on personality
   - list of resources on board

FINALE: Ask each group to share recommendations.

ENCORE: Ask each student to think about what bargain he/she would recommend for him/herself if he/she were in a similar situation.

RECOMMENDATION SHEET

Tough Tom did not bring his homework to school for 5 days in a row. Miss Patience, his teacher, told Tom that he would have to stay after school for a week and do his homework. Tom is on a soccer team that practices three times a week right after school.

1. What does Tom want?________________

____

2. With whom does Tom need to bargain?

____

3. What bargain could Tom make to get what he wants?____________________

____

____

Logical Larry has saved $2.41. Computer City is having a sale on digital watches with a calculator function. Larry has been wanting a watch like this for six months, but his parents told him that he would have to buy it himself. This is the cheapest Larry has ever seen this watch but he doesn't have near enough money to buy it.

1. What does Larry want?________________

____

2. With whom does Larry need to bargain?

____

3. What bargain could Larry make to get what he wants?____________________

____

____

Sensitive Sarah was invited to a dance with a western theme. She didn't have any western clothes but her sister had just bought the perfect outfit with boots to go with it. However, the last time Sarah borrowed a dress from her sister, she had stained it with grape juice. Her sister yelled and vowed never to loan her anything again.

1. What does Sarah want?________________

____

2. With whom does Sarah need to bargain?____________________

3. What bargain could Sarah make to get what she wants?

____

____

____

When Donna finished babysitting for the Steinberg's on Friday night, Mr. and Mrs. Steinberg invited her to their garage sale the next morning. At the garage sale, Donna found a used portable typewriter. It was perfect! Donna could start typing her reports for class to make them look neater. The typewriter cost $15.00 and Donna only had the $5.00 she had earned the night before.

1. What does Donna want?________________

____

2. With whom does Donna need to bargain?____________________

3. What bargain could Donna make to get what she wants?________________

____

____

STAGE: BARGAINING

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

1. Student will verbally express three requests in order to seek help from resources.
2. Given a list of resources, student will identify a request for each.

PROPS:

Mr. Helper Letters
Paper and Pencil

SCRIPT:

1. Review

   - ways to bargain (trading/skills - Act 20)

2. Discuss

   - Does bargaining always work?
   - Are there times when it is impossible to bargain?
   - Is it possible to make a bargain with yourself?
   - What happens when bargains are not kept?
   - Why are some bargains hard to keep?

3. Read the following Mr. Helper letter:

   Dear Mr. Helper:

   I am worried about my dad. He smokes a lot of cigarettes every day, and I know that smoking is bad for him. Sometimes I pretend that he isn't smoking, even though I can smell the smoke of his cigarette. Then, I get mad at my dad because I'm afraid that the smoke will make him sick.

   What can I do to get my dad to stop smoking?

   A Worried Child

4. Discuss

   - Denial: pretending not to notice Dad smoking
   - Anger: fear that Dad will become ill, causing anger
   - Bargaining: possible bargains that could be made

5. As a class answer the letter to Mr. Helper, suggesting possible bargains that could be made.

ACTION:

1. Pass out props.
2. Read Dear Mr. Helper letters.
3. Answer the letters, offering as many bargains as possible in each reply.
4. Remind the class to consider the stages of denial and anger in each letter.

FINALE: Role-play each letter situation.

ENCORE: Notice the advice columns available for students your age in newspapers and childrens' magazines.

MR. HELPER LETTERS

Dear Mr. Helper:

I am an only child and live in an apartment with my dad and our cat, Smokey. Sometimes, after dinner, my dad goes out to the store. Before he leaves, he says, "Joan-Ruth, while I'm at the store, you take your bath and get into your pajammas. I won't be long."

I always do what my dad says; but, all the time that he is gone, I am scared--even though I pretend I'm not.

While I'm taking my bath, I sing songs to my cat or listen to loud music, so I won't hear people walking around and talking outside.

The other night my dad went to the store and was gone a *long* time. I was scared and worried that something might have happened to him. When he finally did come home, I told him that I didn't want any of the ice cream he brought because I felt sick. I slammed my bedroom door and went to sleep.

What can I do, Mr. Helper?

Joan-Ruth

Dear Mr. Helper:

The other night my mom took me for my favorite pizza--pepperoni! Before we left the house, she said, "Ky, remember that we are going to eat pizza, not to play the video games. Please don't ask me for quarters to play games."

As we were walking into the pizza parlor, I saw a new video game and said, "Mom, may I *please* have just *one* quarter? I promise I won't ask for any more!"

"What was our bargain before we left home, Ky?" asked my mom.

"Oh, yeah," I said. "I forgot."

I ate my pizza, but didn't talk too much with my mom. I was mad at her. Now my mom says that she doesn't want to go to any more pizza parlors. What can I do to get my mom to change her mind?

Ky

MR. HELPER LETTERS

Dear Mr. Helper:

I am in the second grade. Every Monday our teacher gives us new spelling words, and on Friday we have a spelling test.

A few weeks ago I felt like someone was staring at my spelling test paper, but I was afraid to look around. I thought that the teacher might think that I was cheating.

Last Friday I did look up quickly and saw someone across from me copying my paper.

It makes me angry. I study my words with my dad each week and work hard to be a good student.

What can I do, Mr. Helper?

A Second Grade Student

STAGE: BARGAINING

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

1. Student will verbally express three requests in order to seek help from resources.
2. Given a list of resources, student will identify a request for each.

PROPS: Dear Blabby Sheet

SCRIPT:

1. Review

   - ways to bargain (trading/skills - Act 20)

2. Discuss

   - Does bargaining always work?
   - Are there times when it is impossible to bargain?
   - Is it possible to make a bargain with yourself?
   - What happens when bargains are not kept?
   - Why are some bargains hard to keep?

3. Read the following Dear Blabby letter:

   Dear Blabby:

   The other day as I was walking down the hallway to my room, I overheard my mother say to my stepfather, "Elin has become so selfish lately. Why today, just because I wouldn't allow her to order lobster--the most expensive item on the menu--she refused to order anything! Of course, from then on, the entire lunch was ruined!"

   At first, Blabby, I pretended I didn't hear what my mother had said. Then I got so angry I cried until my eyes were swollen!

What can I do, Blabby? I have been trying so hard to please my mom by acting "mature"--sitting up straight, using good table manners, and even ordering grown-up food.

Why can't my mother appreciate me and how hard I try?

Unappreciated In Albuquerque

4. Discuss

- Denial: pretending not to hear what Mother said
- Anger: expressed by crying
- Bargaining: possible bargains Elin could make with her mother

Example: agreement as to how much Elin's lunch should cost before going out to eat

As a class answer the letter to Blabby, offering possible bargains that Elin could make with her mother.

ACTION:

1. Divide students into groups of 4-6.
2. Pass out Dear Blabby Sheets to each group.
3. Instruct each group to read the four Dear Blabby letters and write their replies.
4. Remind groups to:
   - Consider the stages of denial and anger of each letter writer.
   - Suggest various ways of bargaining in their reply to each letter.

FINALE: Share replies and discuss how newspaper and magazine advice columns can be helpful.

ENCORE: Notice the advice columns for students your age in the newspapers and magazines.

DEAR BLABBY SHEET

Dear Blabby:

One night at dinner my brother asked if I had heard the latest news about my best friend. I hadn't and was sorry I asked.

Can you imagine, Blabby! My best friend seems to have told everyone but me that he was moving!!

The next day when I saw my friend, I didn't say a word about the move and neither did he. Then, at night I called him up and said, "If you were really my "best" friend, you would have told me first that you were moving!!"

Now my best friend and I aren't speaking to each other and I feel terrible.

Sad and Sorry in Sacramento

Dear Blabby:

Before I go out to play after school, my mom says I have to do my homework. Then, when she comes home from work, she says, "Rochelle, did you do your homework?"

Well, today I just didn't feel like doing any homework right after school. Instead, I went bike-riding with a friend.

When my mom came home and asked if I had done my homework, I told her "yes". Then, by the time dinner was ready, I started yelling at my mom that it was MY HOMEWORK, NOT HERS, and I SHOULD BE ALLOWED TO DO IT WHEN I WANTED TO DO IT!!

Now my mom has grounded me for yelling and being "disrespectful."

Help me, Blabby. I don't know what to do.

Responsible Rochelle in Rochester

Dear Blabby:

A while ago my dad took me shopping for some shorts and shirts. I found just what I wanted, too. They were the latest style of shorts with matching shirts. My father said to choose two pairs of shorts and two matching shirts. I told him that I needed more than two pairs of shorts and he said that due to the price, two pairs were all that he could afford.

I handed the salesman three pairs of shorts and shirts that I wanted, and my father got really annoyed. I told my dad, "It's just a joke!" But he wasn't having any of that. So, I played it cool by getting up and walking out to the car.

Now I'm shortless and sweaty. Any suggestions?

Roasting in Rhode Island

DEAR BLABBY SHEET

Dear Blabby:

My younger sister idolizes me. Everything I do, she does. Everything I like, she likes. At first I ignored her, pretending that I didn't really notice what she was doing.

Now, to be totally honest, it's driving me crazy!! I absolutely HATE it! I'm thinking of telling her that she is very immature and will never be anything like me -- but I really don't want to hurt her.

What do you suggest, Blabby?

Please send your answer quickly - before I'm xeroxed to death....

Carbon Copied in Canada

STAGE: BARGAINING

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express directions for one visualization scene.
2. Given a list of relaxation techniques, student will identify technique of visual imagery.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:

   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles
     (refer to Act 4 for more information

2. Discuss visual imagery

   Note: This visualization will help students focus on personal issues and feelings concerning bargaining. The art activity that follows is best completed before sharing and discussion.

ACTION:

1. Discuss

   - How many of you have heard of a magic carpet?
   - What is a magic carpet?
   - What do you think a magic carpet might look like?
   - Where do magic carpets take people?
   - Would you like to take a ride on a magic carpet?

(Read slowly)

I invite you to close your eyes and get into a comfortable position. As you relax, picture in your mind what you think a magic carpet might look like. Picture the shape and size. Notice how big or how small your carpet is. Imagine the colors of the carpet. Is it bright, or does it have soft colors? What does it feel like? Does your magic carpet have designs on it? Perhaps you can see your magic carpet on the ground waiting to take you for a ride. Imagine that you are sitting down on your magic carpet. You might be surprised when it begins to move. Your magic carpet may stay very close to the ground, or it may fly high in the air--whichever is comfortable for you.

Now let your magic carpet take you to all your favorite places . . . Disneyland, Magic Mountain, the beach, a farm, to the snow . . . visit all the places you would like to see. Perhaps you would like to see another country--maybe a castle in England, flowers in Holland, or camels in Egypt. (Pause)

As you visit all the places you would like to see, you may notice in the distance a special land that no one has ever seen before. It is a land of MAKE BELIEVE. Maybe you can even see pink clouds and a purple sky. There are unusual birds flying in the air. They can talk to you. (Pause) If you listen closely, they might tell you of a special house that you can visit in the Magic Land. The little birds tell you to let your magic carpet rest for a moment as you go with them to the little house.

Watch yourself getting off the carpet as it settles gently to the ground. Notice that the ground is covered with rainbow grass and the sun is smiling in the sky. As you walk toward the little house, you notice it looks like a store. There is a smiling storekeeper just outside who waves to you. As you ask him what is in his store, he chuckles and invites you to come in and see his store.

As you enter the little shop notice the rows and rows of packages wrapped with beautiful colored bows. Each package has a special word printed on it. Some of the words are: Happiness, Health, Love, Kindness, Peace, Joy, Laughter. You may choose any of the packages you wish. Find just the right word for you. The little man tells you that you may choose a package; however, you must leave something behind.

He tells you that you must leave behind a feeling you have that you don't like. For example, you could make a bargain by leaving UNHAPPINESS or SICKNESS or SADNESS or ANGER or FRUSTRATION or TENSION or something else. Tell the shopkeeper which feeling you would like to leave behind. Make sure he knows that you will keep your bargain. He tells you that he knows how to turn the feeling you leave behind into a happy feeling to make more good packages. Now it is time to say goodbye. You might want to hug the shopkeeper or shake his hand or wave goodbye.

Bring your special package with you. The little birds are now taking you back to your magic carpet. You may get on and as your carpet begins to move again, take a look at all your favorite places Then have your magic carpet bring you back here to this room.

In a moment, when you are ready, and at your own pace, have your magic carpet come back into this room and open your eyes. Notice how alert and refreshed you feel. In front of you is a piece of paper. Without talking to your neighbor, draw a picture of what happened when you had your eyes closed. You might want to include your magic carpet, the little shop, the shopkeeper, the package you brought back with you, the feeling you left behind, and the bargain you made with the shopkeeper. You might want to write some words underneath your picture describing what happened in your imagination.

You may begin as soon as you are ready.

FINALE: Discuss the visualization and share experiences.

Keep in mind:

- Each experience will be different for each student.

ENCORE: Ask someone you know to tell you about a bargain he/she made. Close your eyes and picture the scene as he/she describes it. Are you able to visualize the scene?

STAGE: BARGAINING

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:
1. Student will verbally express directions for one visualization scene.
2. Given a list of relaxation techniques, student will identify the technique of visual imagery.

PROPS: None

SCRIPT:
1. Review with students how relaxation techniques help us to:
   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles
     (refer to Act 4 for more information)
2. Discuss visual imagery:
   - it is similar to a daydream

   Note: This visualization will help students focus on personal issues and feelings concerning bargaining. The art activity that follows is best completed before sharing and discussion.

ACTION:
1. Discuss
   - Have you ever heard of a magic carpet?
   - What might a magic carpet look like?
   - Where could a magic carpet take people?
   - Would you like to have an imaginery carpet ride right now?

(Read slowly)

I invite you to close your eyes and get into a comfortable position. Imagine YOUR VERY OWN magic carpet. It can be any color or colors you wish. Imagine the shape and the feel of your carpet. Look to see if there are any designs on your carpet. Now slowly see yourself step onto the carpet and sit down. As you do that, you might feel the carpet move ever so slightly as it responds to your every wish. It is your very own safe magic carpet. Try to see if you can get your magic carpet off the ground. Maybe your carpet flies very close to the ground, or maybe it flies high in the air, whatever is comfortable for you. You may be surprised as your carpet begins to move. (Pause)

Picture your magic carpet moving along above the earth. Because it is a MAGIC carpet, it is able to take you to a faraway MAGIC land. Imagine your carpet taking you to a magic land right now. See if you can spot your magic land. Notice the sky. Is it a different color? What sounds do you hear? Perhaps you see pink clouds and a lavender sky, or perhaps you see other colors. You might hear sounds of laughter and music.

Let your magic carpet come to a stop. See yourself getting off and looking around. Notice an inviting little pathway. Take a walk along the pathway. As you take your journey, you see in the distance what looks like an unusual little house. As you get closer, you notice it is a special shop. There is a friendly magician waiting for you outside this shop. See if you can picture the magician. Does he have a hat with colors and stars? Is he smiling? How old is he? What is he wearing? As you ask him what he has in his shop, he may tell you that his shop is a very special place. It is a shop where people can trade feelings.

As the magician invites you into his shop, you may be surprised to see rows and rows of colorful jars. As you look closely, you can see labels on the jars. Some of the labels read: Happiness, Health, Love, Kindness, Relaxation, Peace, Success, Joy. You might see different labels, too. Choose a jar for yourself and look at your special label.

As you are picking out your jar, the magician shares with you that you will need to bargain with him in order to have one of the jars. He tells you that you need to leave behind with him something that you do not like, such as unhappiness, anger, frustration, sickness, failure, or nervousness, or something else. He tells you that he knows how to turn these negative feelings into positive ones. Tell the magician what it is that you are willing to leave behind. Convince him that you really want to make this bargain.

See the magician smiling as he opens the special jar that you have picked out. Watch him as he takes the lid off the bottle and sprinkles whatever you asked for all over you. It may come out in gold or silver or rainbow sparkles. You can feel the special feeling you chose all the way inside of you. As you do this, you may be able to feel the unhappiness or anger or frustration or sickness or whatever you have chosen to leave behind, disappear from your body.

Now it is time for you to say goodbye to the magician, knowing that you may go back and visit with him any time you wish. Walk back down the path and find your special magic carpet. See yourself getting on your carpet and, when you are ready, have your magic carpet bring you back here to this room, to your seat.

At your own pace, and when you are ready, open your eyes, feeling refreshed and aware of the bargain you made with the magician. Take a moment to stretch your arms and legs as you open your eyes and look around. In a moment you may draw a picture of your experience. You might want to include your magic carpet, the magician, the shop, your special jar, and the feeling you left behind. You might want to write some words underneath your picture, describing what happened in your imagination. You may begin as soon as you are ready.

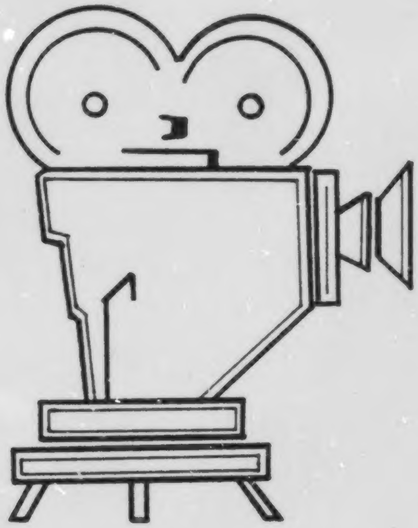
FINALE: Discuss the visualization and share experiences.

Keep in mind:

- Each experience will be different for each student.

ENCORE: Ask someone you know to tell you about a bargain he/she made. Close your eyes and picture the scene as he/she describes it. Are you able to visualize the scene?

Section V



Depression

When children realize that ANGER and BARGAINING will not always work, and begin to understand that a change may be permanent, they may experience a time of DEPRESSION. This is a stage of grieving for whatever is changed and lost. This sadness is natural and usually occurs just before more positive stages.

DEPRESSION can be expressed by withdrawal (*I want to stay in my room, I don't feel well, I don't want any dinner, I don't have or want any friends*). Daydreaming, frequent unexplained tears, and apathy are also behaviors in this stage. More severe behaviors include loss of appetite, self-destructive tendencies or fantasies, helplessness, and self criticism.

The lessons on DEPRESSION develop an awareness that sadness is often a stage in the adjustment to change. Techniques are presented which relieve stress and promote growth.

STAGE: DEPRESSION

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF DEPRESSION

FOCUS:

1. Student will verbally express two situations demonstrating depression.
2. Given a list of situations, student will identify two that demonstrate depression.

PROPS: None

SCRIPT:

1. Review
   - denial (Act 5)
   - anger (Act 11)
   - bargaining (Act 17)
2. Read the following story, instructing students to listen for the characters who are experiencing denial, anger, and bargaining.

THE SAD DAY

Darlene and Vanessa's grandmother, Grandma Jenny, had always lived with them--at least ever since they could remember. She liked living with her son and daughter-in-law and especially enjoyed caring for the girls. It was just like being a mother all over again, only this time there were two children at one time instead of one!

The twins loved Grandma Jenny. She did wonderful, special things to help care for them--sewed pretty dresses, fixed warm bubble baths with thousands of good-smelling bubbles, made homemade French fries and, on cold, windy days, she made hot cocoa with marshmallows.

Now it was the twins turn to help their grandmother. Grandma Jenny was in the hospital with a broken hip. She had fallen off the kitchen stepladder. At first, when the twins had come home from school and found their grandmother lying on the kitchen floor, they couldn't believe what they were seeing. Darlene ran to the phone and called an ambulance. The ambulance took what seemed like ages to get there; and that made Darlene so mad that she yelled at the ambulance person when she came to the door. Vanessa felt numb during all the commotion but remembered enough to cover her grandma with a blanket. She wanted to ride with her grandma in the ambulance but the paramedics said that she was too young. Vanessa tried to make a deal with the driver of the ambulance to let her sit up with him, but he said no, too. Finally, it was decided that the twins' mother would meet Grandma Jenny at the hospital and the girls would have to be especially good and stay home alone for a short while.

After all the rushing around was over, the house was very quiet. The girls didn't feel like eating, or watching T.V. or playing a game. In fact, they didn't feel like doing anything. They felt sad. Vanessa felt so sad that she just cried and cried until she finally fell asleep on the couch. For a while, Darlene had tried to cheer her sister up, but she felt very sad too. So, while Vanessa slept, Darlene cried silent tears and stared gloomily at the shadows on the ceiling.

3. Using the story as a reference point, discuss with students the following questions:

   - How did each girl experience denial? (When the twins first saw their grandmother lying on the floor, they couldn't believe what they were seeing.)

   - In addition to not believing what she saw, in what other way did Vanessa experience denial? (She felt numb.)

   - Who experienced anger? (Darlene experienced anger when she yelled at the ambulance person.)

- Which girl tried to bargain?
  (Vanessa)

- What did Vanessa want out of the bargain?
  (to go to the hospital with her grandmother)

4. Discuss

- What were Darlene and Vanessa feeling at the end of the story?
  (sad)

- Today, we are going to hear another story about someone who feels sad. This sadness is often called DEPRESSION.

ACTION: 1. Read the following story, and instruct students to listen for who is experiencing depression and what situation is causing the depression.

THE BABYSITTER

Dean Silverman was sitting by a window in his bedroom watching the rain pouring down from the sky. It would be another hour and a half before his mother would get home from work. For once, his little sister, Sylvia, was watching T.V. and not bothering him. Dean sat on his bed and thought about all the recent changes that had taken place in his life.

Two months ago Dean's mother decided she needed to go to work to earn more money for the family. Dean didn't think it would last very long. He thought his mother would go for a little while and then quit. Dean also remembered that he had thought his mother would get off early and be able to come home a lot during the week. But Dean's mother did not get off early and she did not quit her job. In fact, she seemed to be enjoying it more every day.

At first, it had been fun babysitting Sylvia. Soon, however, taking care of his little sister every afternoon became tiresome. Dean started acting mean and yelled a lot. Sylvia cried and told on him. Then Dean's mother got mad and yelled at him. For a while Dean tried to think of ways to earn money so that his mom could stay home.

Finally, Dean realized that things were not going to change and that his mom would stay with her new job.

As Dean sat thinking about how much he missed the way things used to be, he felt helpless and as sad as the gloomy day outside. He did not notice that the sky was getting darker and it was almost time for his mother to get home. He felt heavy inside and decided to lie down on his bed and stare at the ceiling.

A little while later, there was a knock at Dean's door. His mother came in and saw him lying on his bed.

"Are you sleeping, Dean?" asked his mother.

"No," he answered.

"Then what are you doing in here with the lights off?" she asked.

"I don't know," said Dean.

"Do you want to help me with dinner?" asked his mom.

"No, not now," answered Dean.

"Is something bothering you? Did something happen at school?"

"I don't know what's bothering me," said Dean. "I just don't feel like doing anything."

"Are you sick?" asked his mother.

"No," he answered.

Mrs. Silverman sat on the bed and looked at Dean. "I know it's been a hard schedule for you with me working every day. I miss you and Sylvia very much!"

"Oh, Mom, I miss you too! I am so sad inside. Sometimes it's like there are a million tears inside of me that can't get out!"

"I remember once I felt very sad when I had to move away from my best friend. I was just about your age. I was very restless and did not know what to do. My friend and I always did things together and, suddenly, my friend was gone. There was an empty space in my life. Is that how it is for you?"

"Yeah, I feel empty when I get home from school and you are not here."

"You know, Honey," said Dean's mother, "I think we should think of some special projects you and I could start working on together. We could work together on the weekends, and then you could work by yourself during the week while I'm at work."

"Like what projects, Mom?" asked Dean.

"Well, how about that oil painting set you got for your birthday? I love to paint. We could start that together! Then you could paint a little each day, and I could see your progress when I get home."

"That sounds like a pretty good idea," said Dean.

"Would you like to eat dinner now?" asked Mrs. Silverman.

"No," answered Dean. "I still want to lie here and think for a while. Maybe I'll think about the painting. I have a lot on my mind."

"O.K." said his mother. "I will be with Sylvia, preparing dinner. See you in a while."

FINALE: Discuss the story using the questions below as a guide.

Keep in mind:

- We all experience depression.
- Depression is not "good" or "bad."

Questions:

- What is causing Dean to feel sad/depressed? (mother working)
- What stages did Dean experience when his mom began working? (denial and anger)
- How does Dean feel when he is sad/depressed? (helpless, heavy, teary, gloomy, empty)
- What did Dean's mother do to try and help Dean? (listen to him, ask a few questions, share something about herself, think of something to do--painting)
- What kind of bargain did Dean make with his mom? (Dean agreed to paint with his mom on the weekends.)
- Does Dean's sadness go away after his mom tries to help him? (Not completely; Dean still wants time to himself.)
- What other kinds of things do people do to try and help others when they are sad?
- What are some other feelings or behaviors people have when they feel sad/depressed?
- What is the one thing you wish others would do when you feel sad? (leave you alone, talk with you, hug/hold you, share something about themselves)

ENCORE: Be observant and notice the many ways people express sadness.

STAGE: DEPRESSION

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF DEPRESSION

FOCUS:

1. Student will verbally express two situations demonstrating depression.
2. Given a list of situations, student will identify two that demonstrate depression.

PROPS: Play #1

SCRIPT:

1. Review
   - denial (Act 5)
   - anger (Act 11)
   - bargaining (Act 17)
2. Read the following, instructing students to listen for the character/s who are experiencing denial, anger, and bargaining.

THE PHONE CALL

Eric Gallagher had great plans for a terrific spring vacation, and it was only February. He watched from his bedroom window as the wind blew snow across the driveway. Just imagine, he thought, in two more months he would at last be a teenager and camping out under the stars with his Uncle Theo.

"Eric, Eric!" called his sister. "Aunt Alice is on the phone. It's long distance so don't stay on the line too long."

Eric's sister, Beth, watched as Eric spoke with his aunt. His face looked numb, as though he were frozen in one position. Eric mumbled a good-bye, hung up the phone, and walked zombie-like down the hall to his room.

"What happened, Eric?" asked Beth. "Is something wrong?"

"Just everything's wrong, that's all," replied Eric. I just can't believe what's happened. Uncle Theo had a heart attack and is in the hospital. Aunt Alice thinks he'll be there for three to four weeks, and then he'll come home to recuperate. Anyway, the camping trip is off."

"How can you think of your camping trip at a time like this?" asked Beth. "Just think of poor Uncle Theo."

"Forget it, Beth," yelled Eric. "You're as understanding as a hunk of cheese! Why don't you just mind your own business?"

"Well, don't get angry with me, Mr. Selfish. Just because you're mad doesn't mean you get to yell at me."

As Beth walked toward the kitchen, she heard what sounded like thunder. "Better make sure you put all those books back on the bookshelf before Mom gets home," she said.

Eric slammed his bedroom door and looked at the pile of books on the floor. Already his mind was working on another plan. Since the camping trip was out, maybe his mom would feel sorry for him and agree to use the money for the plane ticket to send him to the Boy Scout Jamboree. He really didn't think she would go for it, but it was worth a try. Eric helped his mom carry in the groceries. Then, after sharing the news about Uncle Theo, he asked about the Jamboree.

"I could earn the extra money by shoveling snow this winter and mowing lawns this spring, Mom. Between the money we get back when we turn in the ticket and the money I can earn working, there should be enough by the time the Jamboree rolls around."

"Sounds like a good idea to me, Eric," said Mrs. Gallagher. Eric walked back to his room dragging his feet. He placed two books on the shelf, then collapsed on the carpet. He felt drained, as though all his energy had been sucked out of him, and thoughts of Uncle Theo kept popping into his head. What if Uncle Theo didn't get better?. . .What if he died?

Eric felt terrible. Beth was right. He had only been thinking of himself. Now the thought of Uncle Theo lying in a hospital bed made him feel sad. How could he have felt so happy this morning and now be feeling so empty and worthless this afternoon? He seemed to be feeling fifty different feelings all at once and then he felt nothing, just lifeless. Eric stayed on the floor of his bedroom and wondered what was happening. Now that he had made his bargain with his mom and could go to the Jamboree--how come he didn't feel happy?

3. Using the story as a reference point, discuss with students the following questions:

   - How did Eric experience denial?
     (While Eric spoke with his aunt on the phone, his face looked numb, as though it were frozen in one position and he walked zombie-like to his room.)

   - How did Eric experience anger?
     (Eric yelled at his sister, threw books on the floor, and slammed his bedroom door shut.)

   - What bargain did Eric make with his mother?
     (Eric bargained by agreeing to earn extra money working and returning the plane ticket in order to go to the Boy Scout Jamboree.)

4. Discuss

   - Today we are going to learn more about the way Eric was feeling at the end of the story. This feeling is often called DEPRESSION.

- Depression is a feeling that stops people from doing what they normally do. It is often expressed in one or many of the following ways:

  - not feeling like doing anything
  - not feeling like doing things that are usually favorite things to do
  - crying a lot
  - feeling bored
  - feeling physically ill
  - feeling constantly tired

1. Read, as a class, Play #1, instructing students to see if they are able to identify:

   - who is experiencing depression
   - what situation is causing the depression
   - ways in which other characters experienced depression

2. Ask class to select students to perform each part in the play.

3. The roles of teacher and remaining students will be to offer support and suggestions to students performing the play.

Discuss Play #1 using the questions below as a guide.

Keep in mind:

- We all experience depression.
- We all experience depression differently.
- Depression is not "good" or "bad."
- Characters in the play each experienced depression differently.

Questions:

- What situation caused Bruce to feel depressed? (Grandmother's death)
- What did Bruce's mother/father do to try to get Bruce to change his mood?
- What was depression like for Bruce?
- How did Bruce react to his friend's visit?
- What did Katie do that helped Bruce?
- What did Mario and Gary share about themselves?

- What did Bruce's friends realize after they had shared something about themselves with Bruce?
- What did Bruce feel he needed when his friends asked him what he wanted?
  (to be left alone a little longer)
- What feelings were Eric (character from short story in SCRIPT) and Bruce both experiencing?
  (depression)
- Have you known anyone who needed to be left alone for a while in order to deal with sadness or loss?
- How did Katie/Gary/Mario/Bruce each experience depression?
  (Katie - cried
  Gary - preoccupied with reoccurring thoughts
  Mario - restless and bored, feeling explosive
  Bruce - immobile and feeling physically ill)
- How was it helpful to Bruce when he was able to tell his friends what he needed?
- What can people do to help others around them to understand their feelings?
  (Ask for what you want.
  Examples: asking for a hug, ask someone to talk with you, say you need to get out for a little while, say you need to be alone)
- Do you know people who take it personally when others are depressed?
  (Example: saying it's my fault, it's my responsibility in order to get the person out of their mood)
- Have you ever tried to help someone to change from a sad mood to a happier one by helping around the house, being especially good, talking with him/her, trying to make him/her laugh, trying to get him/her to play a game?
- How is depression helpful?
  - It is necessary in order to achieve acceptance of a situation over which we have little or no control
  - It allows time to deal with situations so that we are better able to accept the inevitable situation

ENCORE: Notice what situations cause people to feel depressed, and how each person experiences depression in a different way.

EPILOG:

1. Read Play #2 concerning depression, instructing students to listen for the characters in the play who are experiencing depression, what is causing the depression, and how each character displays depression.

2. Select students to play each part and perform the play.

3. Using the questions below as a guide, discuss the play.

   - What types of behavior did Christopher, Patty, Ron, and Maryann see when they visited the activity room?

   - What were some of the reasons that the people at Shady Glen felt depressed/sad?

   - What ideas did the four friends have that they felt would help the people in the nursing home?

   - What did Christopher, Patty, Ron, and Maryann learn as a result of their visit to Shady Glen?

PLAY #1

CHARACTERS:

NARRATOR	MARIO	GARY
KATIE	MRS. BAKER	BRUCE

NARRATOR: IT IS A BEAUTIFUL SATURDAY MORNING. MARIO PALMERI IS TRYING TO DECIDE WHAT TO DO. ON ONE HAND, HE WANTS TO STAY HOME AND FINISH HIS MATH HOMEWORK. ON THE OTHER HAND, HE KNOWS THAT EXERCISE WOULD BE GOOD FOR HIM. HE HAS DECIDED TO EXERCISE IN THE MORNING AND WORK ON MATH LATER IN THE DAY. MARIO HAS CALLED HIS FRIEND GARY. GARY IS ALWAYS READY TO GO AND PLAY SPORTS. GARY TELLS MARIO HE WOULD BE GLAD TO PLAY BASEBALL AND SUGGESTS THEY GET THEIR FRIEND BRUCE TO PLAY, TOO. GARY SAYS HE WILL MEET MARIO AT THE CORNER IN TEN MINUTES. MARIO LEAVES THE HOUSE AND WAITS AT THE CORNER. GARY IS LATE, AS USUAL. THEN, ANOTHER FRIEND OF THEIRS, KATIE, SEES MARIO.

KATIE: HI, MARIO! WHERE ARE YOU GOING TODAY?

MARIO: GARY AND I ARE GOING TO PLAY BASEBALL. WE ARE GOING TO SEE IF BRUCE WANTS TO PLAY, TOO.

KATIE: COULD I GO?

MARIO: GEE, I DON'T KNOW, KATIE.

KATIE: AND JUST WHY NOT?

MARIO: WELL, YOU GET SO EMOTIONAL DURING GAMES. A FEW WEEKS AGO WHEN WE WERE PLAYING FOOTBALL, I SAW YOU CRYING.

KATIE: ONE OF THE PLAYERS GOT HURT AND I FELT SORRY FOR HIM. I DON'T THINK I'LL GET UPSET TODAY, THOUGH. HOW ABOUT IT?

MARIO: WELL. . . .OKAY. HERE COMES GARY. FINALLY! HE'S ALWAYS LATE!

NARRATOR: GARY, MARIO AND KATIE WALK TO BRUCE'S HOUSE. WHEN THEY ARRIVED, BRUCE'S MOM, MRS. BAKER, ANSWERED THE DOOR. MARIO ASKED IF BRUCE COULD PLAY BASEBALL WITH THEM.

MRS. BAKER: I'M SORRY, KIDS. BRUCE HAS BEEN IN BED ALL MORNING.

GARY: WHAT'S THE MATTER WITH HIM? IS HE SICK?

MRS. BAKER: I DON'T THINK HE'S SICK. I CHECKED HIS TEMPERATURE AND HE DOESN'T HAVE A FEVER. HE CAME HOME FROM SCHOOL YESTERDAY AND WENT TO HIS ROOM. HE DIDN'T WANT TO EAT MUCH FOR DINNER AND THIS MORNING HE HAS BEEN STARING AT THE CEILING. I'M NOT SURE WHAT'S WRONG WITH HIM.

KATIE: NOTHING HAPPENED AT SCHOOL THIS WEEK THAT I CAN THINK OF, MRS. BAKER. I KNOW HE WAS UPSET WHEN HIS GRANDMOTHER DIED A FEW WEEKS AGO. DO YOU THINK THAT'S IT?

MRS. BAKER: I DON'T KNOW. I WOULD THINK HE WOULD HAVE FELT SAD WHEN SHE DIED. THOUGH NOW THAT I THINK ABOUT IT, WHEN I TOLD BRUCE HIS GRANDMOTHER HAD DIED, HE KEPT SAYING OVER AND OVER THAT HE DIDN'T BELIEVE ME. THEN, FOR A WHILE HE WAS ANGRY. HOWEVER, LATELY I THOUGHT HE WAS FEELING BETTER.

GARY: MRS. BAKER, COULD WE SEE HIM FOR A FEW MINUTES? MAYBE WE CAN HELP.

MRS. BAKER: I DON'T SEE WHY NOT. NOTHING I'VE DONE HAS HELPED. I COOKED HIS FAVORITE BREAKFAST THIS MORNING, AND HE WOULDN'T TOUCH A BITE. HIS FATHER TRIED TO GET HIM TO GO FISHING AND HE SAID NO. YOU KNOW WHERE HIS ROOM IS. GOOD LUCK.

NARRATOR: BRUCE'S THREE FRIENDS WALKED DOWN THE HALL AND INTO HIS ROOM. THEY FOUND BRUCE LYING ON HIS BED, DRAPES CLOSED, WITH ONLY HIS READING LIGHT ON. BRUCE WAS STARING AT THE CEILING JUST LIKE HIS MOTHER HAD SAID. HE BARELY SAID HELLO TO HIS FRIENDS.

GARY: HEY,THERE SPORT! WHAT ARE YOU DOING IN THIS DARK ROOM ON A GORGEOUS DAY LIKE THIS? WHAT A LAZY BONES! SAY, IT'S GLOOMIER IN HERE THAN IN A DUNGEON!

KATIE: ARE YOU O.K., BRUCE? DO YOU WANT TO TALK OR SOMETHING?

BRUCE: NO, THANKS.

MARIO: I THINK IT WOULD BE GOOD FOR YOU TO GET OUT AND EXERCISE. IT WILL HELP YOU THINK AND WORK OUT YOUR PROBLEMS.

BRUCE: NOT TODAY, I'LL SEE YOU GUYS NEXT WEEK, O.K.?

GARY: YOU SURE? I THINK THAT CUTE GIRL, DONNA LUCKHART, IS GOING TO BE DOWN AT THE BASEBALL DIAMOND TODAY. IF YOU DON'T GO, I'LL JUST HAVE TO BREAK HER HEART MYSELF.

KATIE: GARY! CUT IT OUT. ARE YOU SURE WE CAN'T DO ANYTHING?

BRUCE: NO, THANKS.

NARRATOR: BRUCE CONTINUED TO STARE AT THE CEILING. GARY GOT READY TO LEAVE. HE COULD SEE THEY WEREN'T GOING TO GET ANYWHERE. MARIO GOT TO THE DOOR AND LOOKED AT KATIE TO SEE WHAT SHE WAS GOING TO DO. KATIE MOTIONED FOR THE BOYS TO COME BACK IN THE ROOM AND SIT DOWN ON THE FLOOR BESIDE BRUCE'S BED. GARY SHOOK HIS HEAD BUT CAME BACK IN THE ROOM AND JOINED HIS FRIENDS.

KATIE: BRUCE, I DON'T KNOW IF I EVER TOLD YOU, BUT ABOUT A YEAR AGO, MY CAT, CLEO RAN AWAY. I HAD HER FROM THE TIME SHE WAS ONLY EIGHT WEEKS OLD UNTIL SHE WAS FIVE YEARS OLD. ONE DAY I CAME HOME FROM SCHOOL AND SHE WAS GONE. I KEPT THINKING SHE WOULD COME BACK. EVERY DAY I LOOKED

FOR HER AND WATCHED OUT MY WINDOW UNTIL THE SUN WOULD GO DOWN. I WAS ANGRY WITH EVERYONE FOR A WHILE. I THOUGHT EVERYONE WAS AT FAULT BECAUSE CLEO WAS GONE. I EVEN PUT AN AD IN THE PAPER AND OFFERED A REWARD. FINALLY I REALIZED SHE WAS NOT COMING BACK. EVER. BRUCE, I STAYED IN MY ROOM AND CRIED THE WHOLE DAY. I NEVER KNEW I HAD SO MANY TEARS INSIDE OF ME. I THINK I HAD BEEN HOLDING BACK A RIVER.

BRUCE: THAT MUST HAVE BEEN ROUGH, KATIE. FOR ME, IT'S LIKE THE WHOLE WORLD HAS GONE BLACK. I FEEL HEAVY AND CAN HARDLY MOVE. I MISS MY GRANDMOTHER SO MUCH. I THOUGHT IT WAS THE DOCTOR'S FAULT SHE DIED. I KEPT THINKING HE SHOULD HAVE SAVED HER.

MARIO: YOU KNOW, BRUCE, I DIDN'T HAVE THE SAME EXPERIENCE THAT YOU JUST SHARED; BUT WHEN MY MOM GOT REMARRIED LAST YEAR, I REMEMBER THAT A FEW MONTHS LATER SHE KEPT BUGGING ME AND ASKING ME WHAT WAS WRONG. INSIDE I WAS THINKING THAT SHE COULD HAVE FOUND A WAY TO STAY WITH MY DAD. I WAS WORRIED THAT SHE WOULDN'T FEEL THE SAME ABOUT ME. I DIDN'T KNOW IF HER NEW HUSBAND WOULD LEAVE LIKE MY DAD DID. I MUST HAVE LOOKED LIKE I WAS JUST SITTING ALL THE TIME, BUT THERE WERE A MILLION THOUGHTS GOING AROUND AND AROUND IN MY HEAD.

BRUCE: YEAH, I KNOW A LITTLE ABOUT THAT. ON FRIDAY I STARTED THINKING ABOUT GRANDMA. I STARTED REMEMBERING ALL THE THE SPECIAL THINGS ABOUT HER. SHE WAS SO GOOD TO ALL OF US. IT WAS AS IF SOMEONE SUDDENLY TURNED OUT THE LIGHTS. I DIDN'T FEEL LIKE EATING OR WATCHING TV OR ANYTHING. NO ONE REALLY UNDERSTANDS. I DON'T WANT TO BOTHER MOM BECAUSE I DON'T WANT HER TO START CRYING AGAIN.

GARY: I KNOW WHAT YOU MEAN ABOUT NOT UNDERSTANDING. WHEN WE MOVED HERE SIX MONTHS AGO FROM OHIO, MY PARENTS COULD NOT UNDERSTAND WHY I WAS SO RESTLESS. I DIDN'T FEEL THE HEAVINESS YOU DESCRIBED, BRUCE, BUT I FELT SO FRUSTRATED AND BORED I THOUGHT I WOULD EXPLODE. I WANTED TO GET BACK AT MY PARENTS FOR TAKING ME AWAY FROM MY FRIENDS. I GUESS I BEHAVED PRETTY BADLY AT TIMES, TOO. I TALKED BACK AND SOMETIMES SCREAMED AT MY MOM. I'M SURE GLAD I MET YOU GUYS, THOUGH. YOU'VE BEEN GREAT FRIENDS.

BRUCE: I AM GLAD YOU ARE ALL HERE. I FEEL BETTER TELLING YOU WHAT IS INSIDE OF ME. BUT. . .

KATIE: WHAT IS IT, BRUCE? PLEASE TELL US HOW WE CAN HELP. IT LOOKS LIKE WE ALL HAVE EXPERIENCED SADNESS AND LOSS DIFFERENTLY, SO OUR NEEDS MUST BE DIFFERENT, TOO. WHAT DO YOU NEED NOW?

BRUCE: RIGHT NOW I STILL NEED TO BE LEFT ALONE FOR A WHILE. I KNOW I WILL BE FEELING BETTER IN A DAY OR TWO. I DON'T KNOW IF YOU CAN UNDERSTAND.

MARIO: BRUCE, AS YOUR FRIENDS, YOU CAN COUNT ON US TO UNDERSTAND.

GARY: ESPECIALLY WHEN YOU TELL US WHAT IS ON YOUR MIND AND HOW WE CAN HELP. SEE YOU AROUND, BUDDY.

MARIO: I'LL SEE YOU MONDAY AT SCHOOL. WE CAN EAT LUNCH TOGETHER.

KATIE: BYE, BRUCE. I CARE ABOUT YOU. IF YOU NEED ANYTHING, JUST ASK.

BRUCE: BYE, GUYS. THANKS FOR EVERYTHING.

NARRATOR: AS SOON AS EVERYONE LEFT, BRUCE REACHED FOR THE BASEBALL GLOVE HIS GRANDMOTHER HAD GIVEN HIM. AS HIS TEARS DROPPED ON THE SOFT LEATHER, BRUCE MADE A QUIET PROMISE THAT HE WOULD BE THE BEST CATCHER THIS SEASON HIS TEAM HAD EVER SEEN--JUST FOR HIS GRANDMA.

PLAY #2

CHARACTERS:

MR. O'BRIAN NARRATOR MARYANN PATTY
RON CHRISTOPHER MRS. PERKINS

NARRATOR: MARYANN SAT LISTENING TO HER TEACHER TALK ABOUT SOCIAL STUDIES. SHE SMILED AT HER FRIEND, PATTY, ACROSS THE AISLE. ONLY TEN MORE MINUTES AND SCHOOL WOULD BE OVER! MARYANN WAS THINKING ABOUT WHAT SHE WAS GOING TO HAVE FOR A SNACK AFTER SCHOOL WHEN SHE HEARD HER TEACHER, MR. O'BRIAN, MENTION SOMETHING ABOUT A REPORT THAT WAS DUE IN TWO WEEKS!

MR. O'BRIAN: YES, STUDENTS, I WANT EACH OF YOU TO FORM A GROUP OF FOUR AND TO CHOOSE AN AREA IN THE COMMUNITY WHERE YOU CAN VOLUNTEER AN HOUR AFTER SCHOOL OR ON THE WEEKEND. THEN I WOULD LIKE YOU TO WRITE A REPORT ON YOUR EXPERIENCE AND PRESENT IT TO THE CLASS. SOME OF YOU MIGHT LIKE TO VISIT THE POLICE OR FIRE STATION, OTHERS OF YOU MIGHT LIKE TO GO TO A NURSING HOME OR A HOSPITAL. OTHER IDEAS INCLUDE AN AIRPORT, A RESTAURANT, A COURTHOUSE. CALL IN ADVANCE AND MAKE SURE YOU SCHEDULE YOUR TIME WITH THE APPROPRIATE PEOPLE. THEN, VISIT THE PLACE OF YOUR CHOICE FOR A MINIMUM OF AN HOUR AND WRITE YOUR REPORT TOGETHER. WELL, IT LOOKS LIKE SCHOOL'S OVER FOR THE DAY. SEE YOU TOMORROW!

NARRATOR: MARYANN WALKED OVER TO HER FRIEND'S DESK. PATTY WAS BUSY CHATTING WITH CHRISTOPHER, A BOY BEHIND HER.

MARYANN: SAY, WHAT ABOUT THAT REPORT! SOUNDS INTERESTING, BUT WHAT A PAIN! WHERE DO YOU THINK YOU MIGHT GO?

PATTY: WE WERE JUST TALKING ABOUT THAT, MARYANN. CHRISTOPHER MENTIONED HE WOULD LIKE TO VISIT AN AIRPORT. WHAT DO YOU THINK?

MARYANN: I WAS THINKING OF A COURTHOUSE. WOULDN'T THAT BE FUN?

CHRISTOPHER: YEAH, THAT MIGHT BE O.K. BUT THINK OF ALL THE ACTION AT THE AIRPORT! SAY, MAYBE WE COULD GET INSIDE THE COCKPIT OF ONE OF THE JETS AND TALK TO THE PILOTS AND STEWARDESSES!

RON: DID I HEAR SOMEONE SAY SOMETHING ABOUT PLANES AND STEWARDESSES? ARE YOU GOING TO THE AIRPORT FOR YOUR REPORT?

PATTY: WE WERE THINKING ABOUT IT, RON. WHERE ARE YOU GOING?

RON: IT MAY SOUND FUNNY, BUT I WAS THINKING OF GOING OVER TO SHADY GLEN NURSING HOME. MY GRANDMOTHER WAS JUST PLACED IN A NURSING HOME, AND I WANT TO SEE WHAT THEY ARE LIKE. WOULD ANY OF YOU GUYS BE INTERESTED?

MARYANN: WELL, I MIGHT. WHEN MY GRANDFATHER BROKE HIS HIP, I WENT TO VISIT HIM IN A NURSING HOME. BEING THERE BOTHERED ME A LITTLE, BUT WHEN I SAW HOW HAPPY HE WAS TO SEE ME, I KNEW IT WAS IMPORTANT THAT I VISIT WITH HIM. SURE, I'LL GO WITH YOU. HOW ABOUT YOU GUYS?

NARRATOR: PATTY AND CHRISTOPHER DECIDED THEY WOULD STICK TOGETHER AND GO WITH RON AND MARYANN TO THE SHADY GLEN NURSING HOME. THEY SET THE TIME AND DATE FOR SATURDAY MORNING AT 10:00. PATTY SAID HER MOTHER WOULD PROBABLY BE ABLE TO DROP THEM OFF AND PICK THEM UP.

SATURDAY MORNING THE FRIENDS ARRIVED AT THE NURSING HOME. MRS. PERKINS, THE DIRECTOR, CAME OUT OF HER OFFICE TO GREET THEM. SHE GAVE THEM A TOUR AND THEN INVITED THEM TO VISIT THE PEOPLE IN THE ACTIVITY ROOM. AS THE FOUR FRIENDS ENTERED THE ROOM, THEY WERE AMAZED TO SEE SEVERAL OLDER PEOPLE SITTING

AND STARING, NOT TALKING TO ANYONE.

RON: WHO IS THAT, MRS. PERKINS? IS HE ALL RIGHT?

MRS. PERKINS: THAT IS MR. CROWLEY. HE DOESN'T SAY MUCH. HE IS QUITE LONELY. HIS SON LIVES IN ANOTHER STATE AND HE DOESN'T HEAR FROM HIM VERY OFTEN.

RON: HE LOOKS SO SAD, MRS. PERKINS. COULD I GO INTRODUCE MYSELF AND TALK WITH HIM FOR A WHILE?

MRS. PERKINS: OF COURSE! MARYANN, PERHAPS YOU WOULD LIKE TO MEET MRS. HUMPHREY. SHE IS SITTING OVER THERE KNITTING THE GREEN BEDSPREAD. HER HUSBAND DIED A FEW MONTHS AGO. SHE IS ALMOST 80 AND HAS VERY POOR EYESIGHT, SO SHE CAME TO STAY WITH US. SHE SITS AND KNITS ALL DAY TO KEEP HERSELF ACTIVE. SHE IS SO TALENTED THAT SHE DOES NOT HAVE TO SEE EVERYTHING THAT SHE IS DOING. SHE JUST DOES IT!

MARYANN: SURE, MRS. PERKINS. I'D LIKE TO MEET MRS. HUMPHREY.

CHRISTOPHER: I SEE A LADY OVER THERE WATCHING TV. MAYBE SHE WOULD LIKE SOME COMPANY, TOO.

MRS. PERKINS: THAT IS MISS SIMPSON. I DON'T THINK SHE HAS EVER HAD A VISITOR IN THE TEN MONTHS THAT SHE HAS BEEN HERE. DON'T BE SURPRISED IF SHE DOESN'T TALK VERY MUCH. YOU'RE WELCOME TO SIT WITH HER.

PATTY: I SEE A MAN SITTING IN A WHEELCHAIR OUTSIDE ON THE LAWN. COULD I GO TALK WITH HIM? DO YOU THINK HE WILL LIKE ME?

MRS. PERKINS: BE MY GUEST, PATTY. HIS NAME IS JONATHAN DILLON. HE SOMETIMES SEEMS GRUFF WITH PEOPLE, BUT I THINK HE IS AN OLD SOFTY AT HEART.

NARRATOR: THE FOUR FRIENDS SPENT THEIR HOUR TALKING WITH THE DIFFERENT PEOPLE. THEN MRS. PERKINS CAME TO TELL THEM THAT PATTY'S MOM WAS WAITING FOR THEM IN THE CAR. SHE THANKED THE CHILDREN FOR COMING TO THE NURSING HOME AND TOLD THEM THEY WERE

WELCOME ANYTIME! ON THE WAY HOME, THE FRIENDS TALKED OVER THEIR EXPERIENCE.

PATTY: I'M FEELING DEPRESSED. EVERYONE SEEMED SO SAD! I WAS TALKING WITH JONATHAN DILLON. HE HARDLY SPOKE TO ME AT ALL AT FIRST. FINALLY, I GOT A FEW WORDS OUT OF HIM JUST BEFORE WE HAD TO GO. HE SEEMED TO BE INTERESTED IN WHAT WE ARE LEARNING IN MATH THESE DAYS. I FELT HELPLESS TRYING TO MAKE HIM FEEL BETTER. I WASN'T SURE WHAT TO DO.

CHRISTOPHER: ME TOO, PATTY. I FELT SAD AS I HEARD MISS SIMPSON TELL ME THAT ALL SHE EVER DOES IS WATCH TV. SHE NEVER HAS ANY VISITORS AND SHE IS SUCH A NICE LADY.

RON: I TALKED WITH MR. CROWLEY. HE SEEMED TO BRIGHTEN WHEN I TALKED WITH HIM AND SAID I REMINDED HIM OF HIS SON. HE SEEMED TO GET SAD AGAIN WHEN IT WAS TIME TO LEAVE. I FEEL SORRY FOR HIM.

MARYANN: YOU SHOULD HAVE TALKED WITH MRS. HUMPHREY! SHE COULD HARDLY SAY TWO WORDS WITHOUT CRYING. HER HUSBAND DIED ONLY TWO MONTHS AGO. THEY WERE MARRIED FOR 46 YEARS! SHE IS REALLY DEPRESSED. THE ONLY TIME SHE SEEMED O.K. WAS WHEN I TALKED TO HER ABOUT MY SCHOOL AND FAMILY. SHE EVEN BEGAN TO ASK ME SOME QUESTIONS.

PATTY: IT WAS A HEAVY TIME FOR ME, TOO. YOU KNOW, THIS IS BECOMING MORE THAN JUST A REPORT. I WISH I COULD DO SOMETHING MORE FOR THOSE PEOPLE.

CHRISTOPHER: ME TOO, PATTY! I HAVE BEEN SITTING HERE THINKING AND YOU KNOW WHAT? THIS CAN BE MORE THAN A REPORT. THOSE PEOPLE IN THERE WERE SAD UNTIL WE SPENT SOME TIME WITH THEM. THEY ALL SEEMED TO ENJOY OUR VISIT. WHAT DO YOU SAY WE VISIT THEM AGAIN?

217

MARYANN: CHRISTOPHER, WHAT A GOOD IDEA! MAYBE WE COULD GO THERE EVERY OTHER WEEKEND. YOU KNOW, MRS. HUMPHREY AND I TALKED ABOUT BAKING. I THINK I'LL BAKE HER SOME CHOCOLATE CHIP COOKIES AND READ HER SOME OF MY POEMS.

RON: MR. CROWLEY MENTIONED THAT HIS SON USED TO HAVE A COCKER SPANIEL JUST LIKE I DO. I THINK I'LL CALL MRS. PERKINS AND ASK HER IF I CAN BRING MY DOG THE NEXT TIME WE VISIT.

PATTY: I BET JONATHAN DILLON WOULD LIKE TO PLAY CHECKERS. I'LL BRING MY SET NEXT TIME WE GO!

NARRATOR: ON THE DAY THAT THE FOUR FRIENDS PRESENTED THEIR REPORT TO THEIR CLASS, EVERYONE WAS AMAZED THAT THEY HAD BECOME SO INVOLVED. THEIR TEACHER HAD SOME QUESTIONS TO ASK THEM.

MR. O'BRIAN: THANK YOU ALL FOR GIVING SUCH A FINE REPORT. YOU FOUR STUDENTS HAVE GONE FAR BEYOND WHAT WAS ASKED OF YOU. I AM WONDERING WHAT EACH OF YOU HAS LEARNED. CHRISTOPHER?

CHRISTOPHER: AT FIRST I WANTED TO GO TO THE AIRPORT. NOW I AM GLAD WE TRIED THIS PROJECT. I LEARNED THAT THERE ARE MANY REASONS THAT CAUSE PEOPLE TO BE SAD AND THAT I CAN HELP AND DO SOMETHING ABOUT THAT. THE LAST TIME I WENT I ORGANIZED A GAME SECTION FOR THE ACTIVITY ROOM.

MARYANN: I LEARNED THAT I CAN GET OVER BEING SCARED OF PEOPLE WHO ARE NOT HAPPY. SOMETIMES I JUST SIT WITH THE PEOPLE AT THE NURSING HOME AND DON'T SAY A WORD. IT'S LIKE SHARING SILENCE. THEY KNOW I AM THERE AND THAT I CARE ABOUT THEM.

RON: I LEARNED THAT I HAVE A GREAT DEAL TO LEARN FROM OLDER PEOPLE. I REALIZE HOW IMPORTANT IT IS TO SEND LETTERS TO MY GRANDMOTHER WHO IS IN A NURSING HOME IN OHIO. I DON'T WANT HER TO THINK SHE IS ALONE AND UNWANTED. MY WHOLE FAMILY HAS BEEN TAKING HALF AN HOUR A WEEK, AND WE WRITE HER A FAMILY

LETTER. WE ARE ALSO PLANNING TO CALL HER ONCE A MONTH.

PATTY: MR. O'BRIAN, I LEARNED THAT WHEN PEOPLE USED TO GET SAD, I WOULD LEAVE THEM ALONE OR FEEL DEPRESSED JUST BECAUSE THEY WEREN'T HAPPY. I AM GETTING BETTER AT NOT TAKING OTHER PEOPLE'S MOODS SO PERSONALLY. THERE ARE MANY REASONS PEOPLE FEEL SAD, AND NOW I CAN UNDERSTAND THEM AND STILL BE HAPPY MYSELF. IT'S FUN TO BE INVOLVED IN THE COMMUNITY.

NARRATOR: THE FOUR FRIENDS CONTINED TO BE INVOLVED WITH THE SHADY GLEN NURSING HOME AND BROUGHT MANY SMILES TO THE SAD FACES OF THE LONELY PEOPLE, BY SHARING THEIR TIME, ENERGY AND THOUGHTFULNESS.

STAGE: DEPRESSION

SCENE: TO DEVELOP AWARENESS OF DEPRESSION

FOCUS:

1. Student will verbally express two situations demonstrating depression.
2. Given a list of situations, student will identify two representing depression.

PROPS: Colored marking pens or crayons, paper cut into 4" X 4" squares, butcher paper, glue.

SCRIPT:

1. Preparation for Class Mural
   - Draw a graph on butcher paper with squares (4" X 4").
   - Cut enough paper squares (4" X 4") to fill the butcher paper graph. (There should be at least 4 squares for each student).
   - Divide butcher paper graph into four sections with a heavy line at divisions (each section represents a stage).
2. Review
   - stages and feelings associated with each

- denial	(fear)
- anger	(rage, mad)
- bargaining	(frustration, excitement)
- depression	(sadness, loneliness)

3. Discuss
   - What color clothes do you like to wear when you are happy?

- When you do not like the day's weather, what color is the sky?
  (Emphasize that colors attached to feelings is a unique expression of each individual. There are no "right" or "wrong" answers.)

ACTION:

1. Pass out four squares to each student.
2. Read the section on denial and discuss what the character is feeling.
3. Instruct students to color squares using color/s to represent the feelings of the character as each student interprets it:

   - may draw a picture
   - may draw a design
   - may use one or many colors
   - use imagination!

4. Ask each student to glue his/her square on denial section of graph.
5. Continue this procedure for the sections of anger, bargaining, and depression.

DENIAL

Sandy sat at the dining room table cutting up construction paper. She was making a card for her teacher. All of a sudden, she heard her dog bark! The bark startled her, and she looked up without stopping her cutting. Suddenly, she felt a stab of pain running through her finger and up her arm. She closed her eyes tightly, scrunched up her face, and thought, "I just poked myself. I didn't really cut my finger!" She kept her eyes shut, afraid to look. "I don't feel any blood. I know I'm okay." Still, she sat frozen for a while, afraid to open her eyes.

BARGAINING

Joe felt left out. Joe decided he wanted to join Indian Guides. His best friends had joined and were always making neat things and going to fun places. The catch was that you had to join with your dad, and Joe's dad lived in another state. Of course, his uncle lived a few blocks away, but he worked a lot and didn't seem to have much extra time. Joe was trying to figure out how he could help his uncle with some of his work. Then, perhaps, his uncle might have just enough time left to join Indian Guides with him. How could he get his uncle to agree?

DEPRESSION

Annie woke up as the sun came in her window. She started to smile and then remembered the day before and rolled on her stomach, burying her head in her pillow. Annie's teacher had caught her copying spelling words off her neighbor's paper during the spelling test. The teacher had called Annie's mom at work and scheduled a conference for that afternoon. Annie wanted so much to take back what she had done. For a while, she was angry at herself. She even thought of telling her mom the conference was cancelled. As she lay on her bed, she just wanted to sink into the mattress until she disappeared. She knew that her mother would be disappointed and she knew she would get into trouble. She wasn't sure which bothered her more. If only spelling were easier for her, all this would never have happened.

FINALE: Discuss

- differences and similarities of each section of mural
  - Is it easy or difficult to tell where one stage ends and another begins?
  - Are the same colors used in all stages?
  - What feelings are associated with each color? Is this true for everyone in the class?
  - Why might some colors be associated with one feeling and not with another feeling?

ENCORE: Think about how you feel when you get up in the morning. Wear a color that reflects that feeling.

STAGE: DEPRESSION

SCENE: TO DEVELOP AWARENESS OF DEPRESSION

FOCUS:

1. Student will verbally express two situations demonstrating depression.
2. Given a list of situations, student will identify two representing depression.

PROPS: Colored marking pens or crayons, paper cut into 4" x 4" squares, butcher paper, glue

SCRIPT:

1. Preparation of Class Mural
   - Draw a graph on butcher paper with squares (4" X 4").
   - Cut enough paper squares (4" X 4") to fill the butcher paper graph (There should be at least 4 squares for each student.)
   - Divide butcher paper graph into four sections with a heavy line at divisions (each section represents a stage.)
2. Review
   - stages and feelings associated with each

- denial	(fear)
- anger	(rage, mad)
- bargaining	(frustration, excitement)
- depression	(sadness, loneliness)

3. Discuss
   - What color clothes do you like to wear when you are happy?
   - When you do not like the day's weather, what color is the sky?

   (Emphasize that feelings attached to colors is a unique expression of each individual. There are no "right" or "wrong" answers.)

ACTION:

1. Pass out four squares to each student.
2. Read the section on denial and discuss what the character is feeling.
3. Instruct students to color squares using color/s to represent the feeling of the character as each student interprets it.
    - may draw a picture
    - may draw a design
    - may use one or many colors
    - use imagination!
4. Ask each student to glue his/her square on denial section of graph.
5. Continue this procedure for the sections of anger, bargaining, and depression.

DENIAL

Ginger stood in front of the house staring at the "For Sale" sign. She knew it had to be a joke. Debbie couldn't really be moving! Debbie and Ginger were best friends. They were born in the same hospital just a week apart and had played together almost every day as they were growing up. Two days ago they had had a fight over a stupid Monopoly game. Ginger was almost sure that Debbie had put the "For Sale" sign up as a joke. But now that she thought about it, she remembered hearing Debbie's parents talking about a new job. Ginger still couldn't stop staring at the sign. Debbie couldn't really be moving!! She would just die if she lost her best friend.

ANGER

John could feel his face getting hot as he clenched his fists. He thought about stealing the handball and kicking it over the fence. He hated Matt. Matt almost always beat him in handball, but this time John was sure he had won. Instead of trying to hit the ball, Matt had caught it and said, "You're out. There's no slicies." John had laughed, "You never said that. You're making it up." Matt took a vote and got the rest of the line to vote against John. John wanted so much to hit Matt. He was tired of Matt winning and telling him what to do. His face got hotter, and he got even madder as he looked at Matt smiling at him.

BARGAINING

Eddie just could not believe his luck! He had sat around the house doing nothing for three weekends and now he had three of his favorite things to do on the same weekend, on the same day, at the same time. First, Eddie's dad had bought tickets to the Dodger game on Saturday. Next, he had received an invitation to go to a friend's birthday party at Disneyland. To top it off, his step-dad asked him if he wanted to go out to the desert to ride motorcycles on Saturday. Eddie sat in front of the T.V. not even aware of what was on. Could he take advantage of all the offers? If so, how? Could his dad trade in the baseball tickets for another weekend? Could his step-dad take him to the desert on Sunday instead of Saturday? Eddie tried to think of how he could get them to change their plans. He could offer to mow the lawn, wash the car, clean up his room and feed the animals for a month. He just couldn't pass up all these opportunities!

DEPRESSION

Rebecca walked home from school the long way. Normally she would have gone straight to her piano lesson. She loved playing the piano and she loved her piano teacher, Mrs. Walker. Mrs. Walker was an older woman, old enough to be Rebecca's grandmother. Three weeks ago Mrs. Walker had become ill and was hospitalized. The first week Rebecca had practiced extra hard so that she could surprise Mrs. Walker. The second week, when Rebecca found out that Mrs. Walker was still in the hospital, she had quit playing altogether. Now she hadn't touched the piano in two weeks. She didn't want to practice without Mrs. Walker. Rebecca's mom had tried to talk to Rebecca about how older people often become ill. Rebecca refused to listen. She knew deep inside of herself that Mrs. Walker was not going to get better. As Rebecca kept walking slowly toward her house, she felt her throat tighten up and a feeling of loneliness surrounded her.

FINALE: Discuss

- What are differences and similarities of each section of the mural?
- Is it easy or difficult to tell where one stage ends and another begins?
- Are the same colors used in all stages?
- What feelings are associated with each color? Is this true for everyone in the class?
- Why might some colors be associated with one feeling and not with another feeling?

ENCORE: Think about how you feel when you get up in the morning. Wear a color that reflects that feeling.

STAGE: DEPRESSION

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS DEPRESSION IS DEMONSTRATED

FOCUS:

1. Student will verbally express three ways depression is demonstrated.
2. Given a list of situations, student will identify three ways that demonstrate depression.

PROPS: Scripts

SCRIPT:

1. Review
   - definition of depression (Act 23)
2. Discuss
   - situations that might cause children to feel depressed/sad.

ACTION:

1. Divide class into 4 groups and label A, B, C and D.
2. Pass out Script A to Group A
   Script B to Group B
   Script C to Group C
   Script D to Group D
3. Instruct each group to read script, paying attention to the way each character experiences depression.
4. Ask each group to role-play script for class.

   Note: Before role-playing scripts, students may need assistance in structuring the roles and recognizing what is happening with the characters. Questions from the instructor may be needed to help clarify the situation.

To guide discussion, the following may be helpful:

- What character is experiencing depression?
- What situation is causing the character to feel depressed/sad?
- How is the character displaying depression/sadness?
- Is the character aware of his/her depression/sadness?

FINALE: Discuss scripts using the following as a guide:

- Identify what the character is experiencing. (depression)
- Identify the cause of the depression. (grandmother dying)
- What did the character do to demonstrate depression?
- What would happen if the character continued feeling depressed/sad for a long period of time?
- What could the character do to express his/her feelings in a more positive way?
- How do scripts A, B, C, and D differ in the way each character experienced depression?

ENCORE: Notice the ways in which your friends experience sadness/depression. Were they more like Tough Tina, Smart Sonia, Sensitive Steven, or Dependable David?

SCRIPT A

NARRATOR: TOUGH TINA'S MOM HAS NOTICED MANY CHANGES IN TINA. TINA DOES NOT EVEN WANT TO PLAY WITH HER FRIENDS ON THE BASEBALL TEAM! TINA'S MOM THINKS TINA MIGHT BE UPSET ABOUT THE DEATH OF HER GRANDMOTHER. SHE HAS DECIDED TO TALK WITH TINA.

MOM: THE NEWSPAPER SAYS THAT LITTLE LEAGUE TRY-OUTS ARE THIS WEEK.

TINA: I TOLD YOU, I DON'T WANT TO PLAY BASEBALL. I HATE BASEBALL.

MOM: I DON'T UNDERSTAND. YOU'VE ALWAYS LOVED BASEBALL.

TINA: THAT WAS BEFORE. . .

MOM: BEFORE WHAT?

TINA: NOTHING. NEVER MIND.

NARRATOR: TINA STARTS TO LEAVE THE ROOM.

MOM: TINA, IF YOU DON'T WANT TO PLAY, THAT'S OKAY. IT'S JUST THAT I ALWAYS LIKED WATCHING YOU PLAY WHEN I COULD GET HOME FROM WORK IN TIME.

TINA: GRANDMA USED TO COME TO ALL MY GAMES!

MOM: YES, SHE DID. I SURE MISS GRANDMA.

TINA: SO DO I, MOM.

SCRIPT B

Narrator: Smart Sonia is sitting in front of the T.V. watching the news. She does not even have the energy to change the channel to her favorite show. She does not feel like moving.

Sonia: Dad, I think there's something wrong with me. I don't have any energy. Maybe I need more vitamins!

Dad: I noticed that you haven't been doing much lately. Is anything bothering you?

Sonia: Not that I can think of.

Dad: How long have you been feeling like this?

Sonia: I'm not sure. Maybe I need more sleep. Can we have spinach for dinner? I think I might need more iron.

Dad: Funny, that's how your grandmother used to feel when things were bothing her!

Narrator: Sonia sits down next to her Dad.

Sonia: I think about Grandma a lot.

Dad: I have an idea. Let's go out to dinner and talk about Grandma.

Sonia: Okay. And while we eat, you can tell me some stories about the farm you and Grandma used to live on.

Dad: That's a good idea, Sonia!

SCRIPT C

Narrator: Sensitive Steven has just gotten home from school. His Grandmother is serving him an ice cold glass of milk and warm chocolate chip cookies. She sits down next to Steven.

Grandmother: Steven, your birthday is in three weeks. Let's do something really special this year!

Steven: I don't think I'm hungry, Grandma. May I be excused?

Grandmother: Don't you want to plan your birthday?

Steven: I have a lot of homework to do.

Grandmother: I know you and Grandpa always celebrated your birthdays together. But since Grandpa died, we can't do that anymore.

Narrator: Steven puts his head in his arms and begins to cry.

Steven: I don't want to have a birthday without Grandpa!

Grandmother: I miss Grandpa, too, honey. That's why I would like to do something very special for you this year.

Steven: Let's talk about it later, Grandma. Right now I just want to go to my room and be by myself for awhile.

ACT 25/P

SCRIPT D

Narrator: Dependable David's Mom is trying to wake up David. She wants to take David to visit his Grandfather. David's mom is all ready to go.

Mom: Time to get up, Honey! Don't forget we're going to visit Grandpa today.

David: Mom, I don't feel very good. My stomach hurts a lot.

Mom: Do you think you are getting the flu? I can take your temperature.

David: I might be. I kind of have a headache, too.

Narrator: David's mom sits down next to David and takes his hand.

Mom: Well, I hope you won't have to stay home. Your grandfather wants to see you.

David: It won't be any fun without Grandma there. Ouch! My stomach really hurts now.

Mom: We all miss Grandma, David, especially Grandpa. That's why he wants to see us.

David: Well, I think I should just rest a little bit longer. Then, I'll see how I feel.

STAGE: DEPRESSION

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS PEOPLE EXPERIENCE DEPRESSION

FOCUS:

1. Student will verbally express three ways depression is demonstrated.
2. Given a list of situations, student will identify three ways that demonstrate depression.

PROPS: Scripts

SCRIPT:

1. Review
   - definition of depression (Act 23)
2. Discuss
   - situations that might cause children to feel depressed/sad

ACTION:

1. Divide students into four groups and label A, B, C and D.
2. Pass out Script A to group A
   Script B to group B
   Script C to group C
   Script D to group D
3. Instruct each group to complete their script, paying attention to the way each character might experience depression.

   Note: Before completing scripts and role-playing, students may need assistance in structuring the roles and recognizing what is happening with each character. Questions from the instructor may be needed to help clarify the situation.

The following may be helpful:

- What character is experiencing depression?
- What situation is causing the character to feel depressed/sad?
- How is the character displaying depression?
- Is the character aware of his/her depression?

4. Ask each group to role-play the script for class.

FINALE: Discuss scripts using the following as a guide:

- Identify what the character is experiencing. (depression)
- Identify the cause of the depression. (grandparent coming to live in home of character)
- What did the character do to demonstrate depression?
- What would happen if the character continued feeling depressed/sad for a long period of time?
- What could the character do to express his/her feelings in a more positive way?
- How do scripts A, B, C, and D differ in the way each character experiences depression?

ENCORE: Notice the ways in which your friends experience sadness/depression. Were they more like Tough Tina, Logical Lisa, Sensitive Steven, or Dependable David?

SCRIPT A

TOUGH TINA WALKED INTO HER ROOM TO GET HER BASEBALL MITT. SHE COULDN'T FIND IT ANYWHERE. RIGHT AWAY SHE KNEW THAT AMY, HER YOUNGER SISTER HAD TAKEN IT - AGAIN! TINA KICKED HER SOCCER BALL DOWN THE HALL AND FLOPPED ON HER BED. HER SISTER WAS DRIVING HER CRAZY! SHE LIKED HAVING HER GRANDFATHER LIVING WITH THEM, BUT SHE MISSED HAVING HER OWN ROOM. JUST THEN TINA'S GRANDFATHER PEEKED HIS HEAD IN THE DOOR AND SAID -

GRANDFATHER: WHAT'S UP? I THOUGHT WE WERE GOING TO PLAY A GAME OF CATCH?

TINA: ______________________________

GRANDFATHER: ______________________________

TINA: ______________________________

GRANDFATHER: ______________________________

TINA: ______________________________

GRANDFATHER: ______________________________

TINA: ______________________________

SCRIPT B

Logical Lisa sat watching the news with her grandfather. She was missing Star Trek - again! At first, it had been fun having Grandpa move in with her family, but now she realized how much she had to give up. First, she had to share her bathroom and could no longer use the extra room for her chemistry lab. Then, she had to be especially quiet in the morning when Grandpa slept late. She hadn't thought it would be like this. Things had certainly changed for the worse.

During a commercial, Lisa's grandfather said:

Grandfather: I thought we made an agreement to work on some chemistry experiments together. When are we going to do that?

Lisa: There really is no place to work anymore.

Grandfather: ______________________________

Lisa: ______________________________

Grandfather: ______________________________

Lisa: ______________________________

Grandfather: ______________________________

Lisa: ______________________________

SCRIPT C

SENSITIVE STEVEN CAME HOME TO AN EMPTY HOUSE AFTER A LONG DAY AT SCHOOL. THE NOTE ON THE REFRIGERATOR READ - "TOOK GRANDMA SHOPPING - BACK SOON". STEVEN SIGHED AND COLLAPSED ONTO THE NEAREST CHAIR. USUALLY STEVEN AND HIS MOM WENT SHOPPING, BUT LATELY HE WAS LEFT AT HOME WHILE HIS MOTHER AND GRANDMOTHER WENT SHOPPING AND HAD A GOOD TIME TOGETHER. HIS MOM NEVER SEEMED TO HAVE ENOUGH TIME FOR HIM ANYMORE. STEVEN HEARD THE DOOR OPEN AND HIS MOTHER SAY:

MOM: HI, STEVEN! WE BROUGHT YOU A PIECE OF YOUR FAVORITE PIE FROM THE HOUSE OF PIES.

STEVEN: ____________________

____

MOM: ____________________

____

STEVEN: ____________________

____

MOM: ____________________

____

STEVEN: ____________________

____

MOM: ____________________

____

STEVEN: ____________________

____

SCRIPT D

Dependable David finished his homework and whistled as he walked down the hall to the kitchen. He was starving, and it was Tuesday Night - David's special night to fix dinner for the family. David really enjoyed the responsibility of being allowed to cook.

His mom had taken him to a special Italian store to buy all the ingredients and tonight he was going to fix everyone's favorite - spaghetti! As he walked through the dining room, he noticed that the table was already set. He also smelled something cooking in the kitchen! His grandmother looked up as he walked into the kitchen.

Grandmother: Hi! You were studying so hard that I went ahead with dinner. I set the table and fixed the spaghetti so you wouldn't have to be bothered doing it.

David: I came to tell you that I'm not feeling well. I'm not going to eat any dinner tonight.

Grandmother: ____

____

David: ____

____

Grandmother: ____

____

David: ____

____

Grandmother: ____

____

David: ____

____

ACT 26 - PRIMARY

STAGE: DEPRESSION

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH DEPRESSION AND MOVE INTO ANOTHER STAGE

FOCUS:

1. Student will verbally express three resources available for expression of his/her depression.
2. Given a list of resources, student will identify three that are appropriate to him/her.

PROPS:

Drawing Paper
Crayons/marking pens
Scripts from Act 25

SCRIPT:

1. Review the characters of Tough Tina, Smart Sonia, Sensitive Steven, and Dependable David. (Act 25)
2. Discuss
    - What situation caused each character to feel depressed/sad?
    - How did each character express his/her depression/sadness?
    - Notice how each character expressed depression in a different way. Why?
      (personality differences)
    - How was the stage of depression/sadness necessary and beneficial to each character?
      (Depression/sadness allowed for time to express sorrow.)
    - If one of the characters was not ready to leave the stage of depression, would that be okay?
      (Yes. It is important to continue with this stage as long as it is necessary, based upon the situation causing the depression and the personality of the person dealing with it.)
3. Discuss
    - ways to deal with depression
        - involvement in an outside activity to distract/divert attention
        - directly dealing with depression

4. List chart (below) on board. Brainstorm with students and fill in chart with additional activities/helpers.

TAKE MIND OFF DEPRESSION:

Physical Activities: organized sports ____________ ____________

____________ ____________

____________ ____________

Entertainment: movies ____________ ____________

____________ ____________

____________ ____________

Volunteer Work/ Helping Others: tutoring (peer & cross-age) ____________

nursing homes ____________ ____________

____________ ____________

DIRECTLY DEALING WITH DEPRESSION:

Talk it out with someone who will listen: (Refer to Acts 8 and 14)

____________ ____________

____________ ____________

____________ ____________

Find out what others do in a similar situation:

read books (research) ____________

read "Dear Abby" type columns ____________

____________ ____________

ACTION:

1. Pass out props.
2. Instruct students to:
   - Select one of the four characters from scripts (Tough Tina, Sensitive Steven, Smart Sonia, and Dependable David).
   - Draw a sketch of the character expressing his/her depression.
   - Write a comment about the sketch.
   - Turn paper over and draw a sketch of the same character involved in an activity.
   - Write a comment about the sketch.

FINALE: Ask students to share drawings.

ENCORE: Notice the many different activities people like to do. Think about how activities might help people to deal with their depression/sadness.

STAGE: DEPRESSSION

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH DEPRESSION AND MOVE INTO ANOTHER STAGE

FOCUS:

1. Student will verbally express three resources available for expression of his/her depression.
2. Given a list of resources, student will identify three that are appropriate to him/her.

PROPS:

Recommendation Sheet
Scripts from Act 25

SCRIPT:

1. Review the characters of Tough Tina, Logical Lisa, Sensitive Steven, and Dependable David. (Act 25)
2. Discuss
   - What situation caused each character to feel depressed?
   - How did each character express his/her depression?
   - Notice how each character expressed depression in a different way. Why? (personality differences)
   - How was the stage of depression necessary and beneficial to each character? (Depression allowed for time to express sorrow.)
   - If one of the characters was not ready to leave the stage of depression, would that be okay? (Yes. It is important to continue with this stage as long as it is necessary, based upon the situation causing the depression and the personality of the person dealing with it.)
3. Discuss
   - ways to deal with depression
     - involvement in outside activity to distract/divert attention
     - directly dealing with depression.

4. List chart (below) on board. Brainstorm with students and fill in chart with additional activities/helpers.

TAKE MIND OFF DEPRESSION:

Physical Activities: organized sports ______________
______________ ______________
______________ ______________

Entertainment: movies ______________
______________ ______________
______________ ______________

Volunteer Work/ Helping Others: tutoring (peer & cross-age)
nursing home ______________
______________ ______________

DIRECTLY DEALING WITH DEPRESSION:

Talk it out with someone who can help: (Refer to Acts 8 & 14)

______________ ______________
______________ ______________
______________ ______________

Find out what others do in a similar situation:

read books (research) ______________
read "Dear Abby" type columns
______________ ______________ ______________

ACTION:

1. Divide students into groups of 4 - 6.
2. Pass out Recommendation Sheet to each group.
3. Direct group to read the four situations and write their recommendations under each section.

4. Remind groups to consider:

   - personality of each character
   - the type of activity each character would feel the most comfortable doing based on personality and way in which character expresses depression
   - how activity will help each character to get through the depression situation
   - list of resource activities on board

FINALE: Ask each group to share recommendations.

ENCORE: Ask each student to think about what resource activity he/she would recommend for him/herself if he/she were in a similar situation.

244

RECOMMENDATION SHEET

Tough Tina is feeling depressed. Since her grandfather moved in with her family, Tina has had to share her room with her younger sister, Amy. Amy follows Tina around, uses her things, and is generally a pest. Tina can't seem to get away from Amy.

What would you recommend Tina do to take her mind off her depression?

What would you recommend Tina do to deal directly with her depression?

Other recommendations or comments: ______

Sensitive Steven finds himself unhappy a lot. He is feeling sad and neglected because his mother never seems to have time for him anymore. Since his grandmother moved in with them, Steven feels left out in the cold. He really misses spending time alone with his mom.

What would you recommend Steven do to take his mind off his depression?

What would you recommend Steven do to deal directly with his depression?

Other recommendations or comments: ______

Logical Lisa is feeling hopeless. She can no longer use the extra bedroom as a chemistry lab since her grandfather came to live with her family. Lisa feels as if her grandfather is hindering her studies and her future career as a scientist.

What would you recommend Lisa do to take her mind off her depression?

What would you recommend Lisa do to deal directly with her depression?

Other recommendations or comments: ______

Dependable David is depressed. Since his grandmother has come to stay at their house, he has not been able to carry out the responsibilities that are so important to him. His grandmother is now doing all the special jobs that were once his contribution to the family. David is feeling useless and unneeded.

What would you recommend David do to take his mind off his depression?

What would you recommend David do to deal directly with his depression?

Other recommendations or comments: ______

STAGE: DEPRESSION

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

1. Student will verbally express three requests in order to seek help from resources.
2. Given a list of resources, student will identify a request for each.

PROPS: Puppets

SCRIPT:

1. Discuss

   - ways people ask for things (make requests)

     Examples:
     crying
     hitting
     temper tantrums
     asking
     demanding

   - ways people express what they think/feel/want ("I" messages)

     Examples:
     I think my younger sister should go to bed earlier than I do.
     I think I will become a doctor when I grow up.
     I feel like eating ice cream!
     I feel unhappy when my friends don't treat me nicely.
     I want to go roller skating.
     I want everyone to be quiet and listen to me.

2. Read the following situations and create an "I" message for each:

   - You lost your favorite toy.
   - You have received a birthday card with money in it.
   - You see a kitten in a pet store that you would like to own.
   - Your baby brother rips up a card game that you left out.
   - Your friend borrows your sweater and loses it.

ACTION:

1. Read the following situations.
2. Discuss
   - a role-playing dialog for each situation (Optional: write dialogs on board)

SITUATIONS

Mary Jane's pet parakeet died. Three years ago she received the bird as a birthday present and she took very good care of him. Since the bird died, Mary Jane does not feel like playing or talking with her friends. Vicky, her best friend, wants to help Mary Jane.

WHAT COULD VICKY DO TO HELP MARY JANE?

Mr. Smith, the school principal, has noticed Donald coming to the nurse's office every day for a week. Donald has been complaining of "not feeling very good". The nurse has told Mr. Smith that there doesn't seem to be anything physically wrong with Donald.

WHAT COULD MR. SMITH SAY TO DONALD TO FIND OUT WHAT IS BOTHERING HIM?

Cindy's family just moved to a new town. Every day since the move, Cindy has come home from school and gone straight to her room. She says that she doesn't have any friends. Cindy's older sister, Robin, can hear Cindy crying in her room.

WHAT COULD ROBIN DO TO HELP CINDY FEEL BETTER ABOUT MOVING TO A NEW TOWN?

Janie is in second grade. She was an only child for seven years, until last month when her mom had a baby. Janie's mom spends a lot of time taking care of Janie's new brother and never seems to have enough time left to spend with Janie. Janie misses spending time and being alone with her Mom.

WHAT COULD JANIE SAY TO HER MOM TO TELL HER HOW SHE IS FEELING?

WHAT COULD JANIE'S MOM EXPLAIN TO JANIE TO HELP?

Mike believes that every time he raises his hand to give an answer in class during math, he gives a wrong answer. The last time he raised his hand and gave an answer, it was incorrect; and the class laughed at him. Now Mike is afraid to raise his hand and give any answer.

WHAT COULD MIKE SAY TO HIS TEACHER THAT MIGHT HELP HIM?

Emily went with her family to a big shopping mall. She walked through the stores with her parents and found a man blowing up balloons at the toy store. She turned around to ask her mom if she could have one, and her mom was nowhere to be found. Emily was afraid to leave where she was standing because she thought her mom might come back and look for her there. She stood in a corner and cried.

WHAT COULD EMILY DO TO HELP HERSELF AND TO LOCATE HER MOM?

FINALE: Ask students to role-play situations using puppets.

ENCORE: Notice how many students at your school use "I" messages when making requests.

STAGE: DEPRESSION

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

1. Student will verbally express three requests in order to seek help from resources.
2. Given a list of resources, student will identify a request for each.

PROPS: None

SCRIPT:

1. Discuss

   - ways people ask for things (make requests)

   Examples: crying
   hitting
   temper tantrums
   asking
   demanding

2. Read the following:

   "Alicia, are you going to the mall this Saturday with your friends? asked Alicia's sister, Marisa.

   "What mall? When?" responded Alicia. "I don't know what you're talking about!"

   Marisa explained that she had overheard Alicia's friends planning a special trip to a big shopping mall this coming Saturday.

   Now Alicia sat at the end of the table waiting for her friends to join her for lunch. She wondered if she could find the right words to ask her friends if she could join them.

3. Brainstorm and list on board requests that Alicia could make.

4. Discuss

- ways people express what they think/feel/want ("I" messages)

Examples: I think I will buy a car when I get a driver's license.
I think that I should be allowed to wear the kind of clothes I like.
I feel like having a party!
I feel worried when I get bad grades.
I want to go to the movies.
I want to stay up late.

5. Read the following and create an "I" message for each:

- You have lost the race.
- You have received an award.
- You find an outfit you really like.
- Your puppy chews up your book.
- Your brother borrows your album and loses it.

ACTION: 1. Read the following:

2. Discuss

- a role playing dialog for each situation.
(Optional: Write dialogs on board or divide class into small groups to work independently on dialogs.)

SITUATIONS

Brad walked up to the door of his neighbor's, Mrs. Jacob's house, and stood thinking. He wanted to see Mrs. Jacob, but at the same time was afraid to see her. Brad had not visited the Jacob's house since last month when Mr. Jacob died. He remembered the many times he had spent helping Mr. Jacob repair old clocks. Mrs. Jacob had always served them snacks while they were working. Now he wasn't sure what to say to Mrs. Jacob or how she would react when she saw him. He took a deep breath and knocked on the door.

Margie sat in her seat watching her teacher, Mrs. O'Brien, grade test papers and wondered why Mrs. O'Brien had been acting strangely. It seemed that lately Mrs. O'Brien never did any of the things she used to do - like inviting students to eat lunch with her, having special time set aside for fun outdoor games or reading the class stories. She just didn't seem to be as cheerful and full of energy. Margie thought about how different Mrs. O'Brien had acted in the beginning of the school year and how happily she had talked about her daughter starting college. In September, Mrs. O'Brien had laughed at all of Margie's dumb jokes too; but, now Margie couldn't get her to laugh at even one. Margie wondered...could she talk to Mrs. O'Brien after school when they were alone and find out what was bothering her? Margie knew that she herself was a good listener for her friends, but she wasn't certain whether she would feel comfortable talking with an adult, and especially a teacher.

Ken lay in bed at 7:00 in the morning trying to make his stomach hurt. He hit it a couple of times, but knew that would never work. He had used that excuse last week and missed two days of school. His mother would never believe it again! Slowly, he crawled out of bed and started to get ready for school. Today was Monday, and he was scheduled to see the special teacher for help in math. Ken had tried to memorize his division facts, but somehow, when he really needed to know them, he could never remember them. He had always managed to keep up with his class until this division came along. Now he seemed to be getting farther and farther behind. By 11:00 that morning, Ken's stomach really did begin to hurt. He went to the nurse's office to have his temperature taken. Ms. Gomez, the nurse, had Ken lie down, took his temperature, looked at the thermometer, and saw that it read 98.6°. She said to Ken, "You've been in here a lot lately, haven't you? I'll bet you're going through a lot of changes. Did you know that changes in your life cause people to feel ill?" Ken had been wanting to talk with someone and share what he was feeling. Ms. Gomez seemed like she would understand.

Sherry sat down for lunch and noticed Deborah sitting by herself at the end of the table. Deborah was dressed in a plaid skirt that looked much too large for her and a faded Hawaiian shirt with a missing button. Deborah's shoes reminded Sherry of the kind of shoes her mom had let her use for playing dress-up when she was younger.

In class that morning, some of the kids had been making fun of Deborah's clothes, and Sherry had seen the hurt look on Deborah's face. Sherry smiled at Deborah and noticed that she didn't have a lunch to eat. Deborah half-smiled back and then looked away. Sherry thought back to math that morning. Sherry had been having trouble understanding how to convert fractions to decimals. Deborah had finished her assignment early and offered to help her. She had explained it in a way that made it seem really easy, yet, she hadn't made Sherry feel dumb. Sherry picked up her lunch and moved over next to Deborah saying, "My mom gave me more than I can eat. Want to share with me?"

Patrick ran into Gregory's room, jumped on the bed, and said, "Hey, you want to fly our new kites that Dad bought for us? It's really windy outside!" Gregory looked up at his brother in disbelief. How could Patrick think about flying kites and having fun when their cat, Tiger, was so sick? Tiger was twelve years old and had been their pet ever since Gregory's first birthday. Since Tiger's illness, Gregory hadn't been able to think about anything but his cat. Even at school, he was having trouble concentrating on his work, and after school he preferred to stay home and take care of Tiger rather than play with his friends. The veterinarian had said that Tiger had a respiratory disease and would probably be all right, but, that since she was so old, it was hard to predict. How could Gregory make Patrick understand what he was feeling? How could Patrick let Gregory know that he was feeling sad about Tiger's illness too, only, the less he thought about it, the better he felt?

George's mom called to him, "George, are you ready to go yet? Your dad will be here any minute to pick you up!" George kept on practicing his trumpet. He tried to focus on the notes and not think about his father and his new stepmother. He used to look forward to weekends with his father, but this would be the first time that he'd be spending time with his dad since he had remarried. George had always enjoyed their weekends together with just the two of them, but now he wasn't quite sure how he felt about his stepmother and her two daughters. George's mom walked into the room. "You're still practicing your trumpet! What's the matter? Don't you want to go to your dad's?" George looked at his mother with watery eyes. How could George tell his mom how he was feeling and why he felt so sad? What could George's mom say to George that might help George feel better?

FINALE: Ask students to role-play situation for the class.

ENCORE: Notice how many students at your school use "I" statements when making requests.

STAGE: DEPRESSION

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express directions for one visualization scene.
2. Given a list of visualization scenes, student will identify the scene representing the stage of depression.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:
   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles

   (Refer to Act 4 for more information)
2. Review visual imagery
   - It is similar to a daydream.

   (Refer to Act 10 for additional information regarding visual imagery with students)
3. Discuss
   - How many of you have ever sat outside and watched clouds in the sky?
   - Have you ever seen a cloud move?
   - Have you ever seen clouds take on a different shape as you watch?
   - Have you ever wished you could take a ride on a cloud?

Today you will have an opportunity to take an imaginary ride on a cloud.

Note: This visualization will help students focus on personal issues and feelings concerning depression.

ACTION: (Read slowly)

As your body is relaxing, you might enjoy closing your eyes. Imagine yourself sitting under a tree near your house or the school or somewhere else and looking up at the sky. You might be able to see many beautiful clouds in the sky, many shapes and shades of white. Choose one special or interesting cloud and watch as it floats gently down beside you. Notice the color of your cloud as it floats downward from the sky. It might be pink or green or blue or lavender or a bright white or whatever color you wish. (Pause) Look at the shape of your cloud. Imagine yourself going over to the cloud. As you walk closer, you will notice that this is an unusual cloud. It is not made of air. The cloud is sturdy, like a cushion, almost like a couch. See yourself getting on the cloud. You might be able to find a spot where you can sit in and drive wherever you wish. (Pause) Perhaps you might like to take a journey on your cloud, to look at the world in a new and different way. I invite you to climb onto your cloud and begin to feel the cloud beginning to move, ever so slowly. You might be able to feel a breeze on your cheek or hear birds singing as your cloud lifts off the ground. As you begin your journey, have your cloud take you up as high as you wish. You might want to stay near the earth or you might want to fly higher in the air.

As your cloud begins to travel, find a comfortable spot so that you can see below you. You might notice that your cloud has a window where you can see through to the earth below.

As you look around the earth, begin to pay attention to all the things on the earth that make people sad. We have talked about families and changes that take place --like moving, losing a friend or pet, and even a family change, such as divorce. Those are sad experiences that happen inside the homes that you may see through the window in your cloud as you pass over rows of houses on the ground. (Pause) Perhaps now you are ready to look at other places on the ground.

The earth we live on also goes through patterns and changes and stress. Many people today are sad about different things that are happening to the earth.

You might be able to see the ocean from your cloud. Many people are sad that seals and whales are being hunted and killed. Other people are sad that many chemicals from factories and other places are being put into the ocean. As you leave the ocean, you might notice roads and freeways below you. Some people are sad that there is so much litter on the streets. You might even see someone throwing litter on the road as they drive. Pay attention to how you feel as you see this happening.

You might be able to notice a forest underneath you. Some of you may see Smokey the Bear looking sadly at a forest that was destroyed by a careless fire. (Pause) Some people are sad that so many trees are being cut down.

Now take your cloud wherever you would like and pay attention to all the things that you see on earth that make you sad. (Long pause)

As you take this journey, begin to think of ways people can DO something about the earth to make it a better and safer place in which to live. You might be able to think of many ideas. Perhaps you would like to remind others of things they can do to help. You might be able to create a poster to remind people to get involved. Sometimes it is important to know what makes you sad, and then it can be a surprise to discover a way to DO SOMETHING to bring about a change.

In a moment, picture your cloud coming back to the place near the tree where you started your journey. As your cloud settles softly on the ground, see yourself stepping out off your cloud and perhaps waving goodbye as it floats back high into the sky. Remember that whenever you wish, you can again take a ride on your cloud.

In a moment, I will invite you to open your eyes and will give you an opportunity to create your own earth poster. You might want to draw a picture about litter and write down something people can do about it; you might want to make a picture about whales or seals or forest fires or whatever you saw in your imagination.

Now see yourself back in this room, feeling alert and refreshed. Open your eyes, and as soon as you are ready, you may begin your poster.

FINALE: Share posters and discuss the pros and cons of hunting animals, cutting trees, chemical wastes, etc.

Next, talk about:

- what would a seal say if it could talk?
- a freeway that is littered
- a forest where someone leaves a campfire going
- a tree that is being cut
- the ocean as chemical waste is being dumped into it

ENCORE: Ask someone to tell you how she/he would make the earth a better and safer place in which to live. Close your eyes and picture the scene as she/he describes it. Are you able to visualize the scene?

STAGE: DEPRESSION

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express directions for one visualization scene.
2. Given a list of visualization scenes, student will identify the scene representing the stage of depression.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:

   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles

   (Refer to Act 4 for more information)

2. Review visual imagery

   - It is similar to a daydream.

   (Refer to Act 10 for additional information regarding visual imagery with students)

3. Discuss

   - How many of you have ever sat outside during the spring or summer and watched clouds go by?
   - Have you ever seen clouds take different shapes?
   - Have you ever imagined what it might be like to float on a cloud?

   Today you will have an opportunity to take an imaginary ride on a cloud.

Note: This visualization will help students focus on personal issues and feelings concerning depression.

ACTION: (Read slowly)

As your body is relaxing, you might enjoy closing your eyes. Imagine your own special or interesting cloud floating down from the sky and resting on the soft earth beside you. Perhaps it is pink or green or blue or lavender or a shining white, or whatever color you wish. (Pause) Look at the shape of your cloud. Is it long and flat or wide and puffy? As you go nearer to your cloud, notice that it is not made of air, but is sturdy--like a cushion. I invite you to sit on your cloud or lie down, if you wish. Feel how comfortable your cloud can be. Perhaps it is soft as a pillow or inviting as a hammock. (Pause)

You might like to take a journey on your cloud to look at the world in a new and different way. I invite you to see your cloud begin to move, ever so comfortably, ever so slowly. You might be able to feel a breeze on your cheek as your cloud begins to move. Perhaps you hear birds singing nearby. As you begin your journey, have your cloud take you up as high as you wish. You might wish to stay near the earth or you might want to fly higher in the sky.

As your cloud begins to travel, find a comfortable spot so that you can see below you. You might be able to notice a spot in your cloud where you can see through to the ground. Perhaps you would like to sit and look around you.

As you look around the earth, begin to pay attention to all the things in the earth's environment that make people sad. We have talked about families and changes that take place through moving or death or a family change, such as divorce. Those are sad experiences that happen inside homes that you might see as your cloud passes over rows and rows of houses. (Pause) Perhaps now you are ready to look outside the houses and take a look at the environment.

The earth we live on also goes through patterns and changes and stress. Today many people are concerned and sad and sometimes feel helpless about different things that are happening to the air and life on the earth. Some people are sad when they think of nuclear energy and what that might mean to the environment. Some people get angry and sad when they go into a place, such as a restaurant and other people are smoking and polluting the air. As you fly on your cloud, you may notice factories or cars that are sending chemicals into the air. Pay attention to your own feelings as you pass over all these things. (Pause) You might be able to see the ocean from your cloud. Many people are sad that chemical wastes are dumped into the ocean, harming the fish. Other people are sad that whales and seals are being hunted and killed. (Pause)

As you pass over the land again, you might be able to see crops growing in a field. Some people are sad because so many pesticides are being sprayed on many growing plants that we eat. (Pause) You might notice a forest in the distance. There are people who are sad because too many trees are being cut or that a forest and forest life is ruined due to careless fires.

As you pass over the land on your way back to the room, you may be able to see a zoo full of animals. Some people feel sad when they see animals locked up in cages or animals that are not cared for well. (Pause)

There are many reasons people are depressed about the earth and the environment. Think about the things that make you sad. (Pause) As you are thinking, you might also want to begin imagining ways people can DO something to make the earth a better place for animals, plants and people. You might want to think of some things you wish you could express to others. As you think of ideas and ways that people could help to improve the environment, you might also be able to think of a way to put these ideas on a poster as a way to remind others to get involved. Sometimes it is important to know what makes you sad. This sadness can lead to an important discovery. The discovery of finding out that you CAN DO SOMETHING to make things better.

In a moment, I will invite you to open your eyes and give you an opportunity to create your own environment poster. You might want to draw about animals or litter or fires or smoking or whatever it is that you saw in your imagination.

Watch now as your cloud draws closer and closer to the ground again. As it settles softly on the earth, you may climb out of your special cloud and wave goodbye as it floats back into the sky. Remember that whenever you wish, you may again take a ride on your special cloud.

Now see yourself back in this room, feeling alert and refreshed. Open your eyes and as soon as you are ready you may begin your poster. Write one or two sentences on your poster to share with others.

FINALE: Share posters and discuss the pros and cons of hunting animals, cutting trees, chemical wastes, pesticides, nuclear energy, etc.

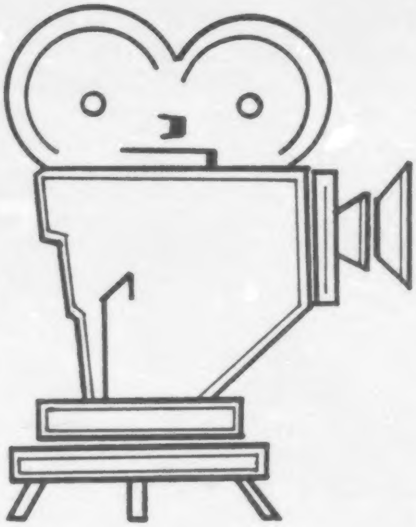
Next, talk about:

- what would a seal say if it could talk?
- a freeway that is littered
- a forest where someone leaves a campfire going
- a tree that is being cut
- the ocean as chemical waste is being dumped into it
- a wild animal locked up in a cage at a zoo
- the heart of someone with heart disease trying to breathe in a smoke-filled restaurant
- a crop of lettuce being sprayed with pesticide

ENCORE: Pretend you are an environmentalist. Select one of the following projects and follow through on it:

- write a letter expressing your concern about the environment
- go on a litter campaign in your neighborhood
- choose a topic from the visualization and find out more information about it

Section VI



Acceptance

Little by little the child comes to accept changes in his or her life. The stage of ACCEPTANCE begins with the person acknowledging there has been a change. There seems to be a calm after releasing emotions.

ACCEPTANCE is demonstrated by a willingness to go on and a lifting of sadness.

This section contains lessons to develop an understanding of ACCEPTANCE. It reviews techniques to deal with various stages including ACCEPTANCE.

STAGE: ACCEPTANCE

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF ACCEPTANCE

FOCUS:

1. Student will verbally express two situations demonstrating acceptance.
2. Given a list of situations, student will identify two that demonstrate acceptance.

PROPS: None

SCRIPT:

1. Review

- denial	(Act 5)
- anger	(Act 11)
- bargaining	(Act 17)
- depression	(Act 23)

2. Read the following story, instructing students to listen for the character that is experiencing denial, anger, bargaining and depression.

BRACES

Mr. Baldwin walked into the kitchen. When he saw his son, his eyes opened up wide and he looked at him in disbelief. "Danny! What do you think you are doing? What's the matter with you? Are you crazy? Don't you remember what the orthodontist told you?"

"What are you talking about?" asked Danny with a startled and shocked look on his face.

"I'm talking about the fact that you are not allowed to drink soda or chew bubble gum with those braces on your teeth!" said Danny's father.

"Oh, Dad, the orthodontist didn't say I couldn't eat junk food!" replied Danny.

"She most certainly did," said Mr. Baldwin. "In fact, the list of the things you are not allowed to eat is still in my pant's pocket."

Danny turned toward his father and shouted: "That orthodontist doesn't know anything! I hate her! I hate these stupid braces and that stupid diet!"

Danny walked into his room and sat in his favorite corner on his bean bag chair. What if he could talk his dad into allowing him to eat his favorite junk food just on weekends? He could even promise to brush his teeth extra times, too!

"Say, Dad," said Danny. "How about making a deal with me? If you let me eat junk food on the weekends, I'll brush my teeth two extra times every day. How does that sound?"

"That doesn't sound like a very good idea to me, Danny," said Mr. Baldwin. "A rule is a rule, and it shouldn't be broken. It's there for a good purpose, too."

Danny walked back to his room, kicking and hitting the wall on his way. He thought his father was the meanest father in the whole world.

"Danny, aren't you coming to the dinner table? It's six-thirty--way past our eating time," called Mr. Baldwin.

"I'm not hungry," answered Danny. "Besides, there's nothing good to eat anyway. I'm just going to stay in my room. If anybody calls from my baseball team just tell them I'm not going to play. I'm planning on staying in my room--alone. Besides, I'm tired and these new braces hurt my mouth. I just don't feel like doing anything."

Later in the evening, Mr. Baldwin knocked on Danny's bedroom door. "May I come in for a minute, Sport? I know you're not happy about not being able to eat all your favorite junk foods and having braces is a hard thing to go through, but maybe in a few days you'll feel better about it."

"Oh, it's OK, Dad," responded Danny. "I don't like my new diet rules but I'll survive. Besides, I really do want to have straight teeth." Danny's father smiled at him. "Well, good night, Son. I'm beat. See you in the morning."

"Good night, Dad. Oh, by the way, did anyone from my baseball team call?"

3. Using the story as a reference point, discuss with students the following questions:

   - How did Mr. Baldwin experience denial?
     (He looked at Danny in "disbelief".)

   - How did Danny experience denial?
     (He lied about the instructions from the orthodontist. He had a startled and shocked look on his face.)

   - How did Danny experience anger?
     (He shouted at his dad and said that he, Danny, hated the orthodontist, his braces, and his new diet. Danny walked back to his room kicking and hitting the wall on his way. Danny thought his dad was the meanest father in the world.)

   - What bargain did Danny try to make with his dad?
     (Danny bargained by trying to get his dad to allow him to eat junk food on the weekends if he agreed to brush his teeth more often.)

   - How did Danny experience depression?
     (He stayed in his room; felt tired; didn't want to be with his friends; didn't feel like doing anything.)

4. Discuss

Today we are going to hear another story about someone who was feeling the way Danny was feeling at the end of the story. This feeling if often called ACCEPTANCE.

ACCEPTANCE is:

- no longer denying the situation
- no longer feeling angry
- no longer trying to bargain to change the situation
- no longer feeling depressed (sad)
- regretting and bearing with the situation without trying to change it

ACTION: 1. Read the following story and instruct students to listen for who is experiencing acceptance and what situation is causing the acceptance.

RED, WHITE AND BLUE

Randy, a fifth grader, and his sister, Jody, a second grader, were very excited. Their mom was bringing home their new video game--PAC-MAN! Randy and Jody had been doing jobs around the neighborhood for six weeks. Randy has washed cars and weeded gardens, and Jody has walked many dogs up and down the street. Sometimes, she helped Randy weed, too. Together they have earned half the money to buy the Pac-Man game. Since both of them are going to be celebrating their birthdays this month, their mom, Connie, said she would pay for the other half of the video game as a joint present for her children.

Late in the afternoon, their mom walked in the door with her friend, Mark. Randy and Jody squealed with delight. "It's here, it's here!" they shouted, jumping up and down. Mark hooked Pac-Man up and, after showing Randy and Jody how to use the controls, left the room to join Connie in the kitchen.

Randy watched as the little Pac-Man scurried around the screen gobbling little white dots. Jody liked all of the changing colors--blue, red and white.

Randy was a very good player and hardly ever lost to the little red characters. Jody begged her brother to stop and give her a chance. After an hour, they decided to take a break.

"This is a great birthday present, isn't it, Jody!" said Randy switching off the set for a while."

"Yes, I like it a lot. It's just too bad Daddy's not here to play with us. I miss him. I suppose Mark will want to play with our set instead."

"What do you have against Mark?" asked Randy.

"Nothing, I guess. It's just that I feel angry that he is here instead of Daddy. I feel sad and miss Dad a lot!"

"So do I, Jody. But Mom and Dad have been divorced for almost two years now. Mom has accepted the change and I think I have, too. What about you?"

"I don't know," said Jody, twisting her ponytail. "What does ACCEPT mean? What does it feel like?"

Randy stretched out on the floor and looked at his little sister. "I'm not sure, Jody. All I know is that Mom and Dad will not get back together. I used to think I could help them get back together. Sometimes I wanted to scream and tell them how awful I felt inside. Lately though, I KNOW they will not get back together and I feel sort of peaceful about it."

Jody looked at her brother and scooted off the couch to sit beside him on the floor. "Do you feel HAPPY about the divorce?" she asked.

"No, I don't think I will EVER feel happy about it. I may even get upset again sometimes. It's like those little Pac-Man figures on the set. Sometimes the little characters are red--like me when I get angry."

"Then they turn blue--like me when I am sad. The white one is like me when I'm feeling good--like a winner."

"I think I know what you mean," Jody said, "but could you say a little more?"

"Well," said Randy, "sometimes it seems like I am running around like the little Pac Man--trying my best. Sometimes it seems like I am losing and other times I win. Accepting that life is full of changes is important. If I do that I will be OK."

"You sure have a lot of grown-up thoughts, Randy!" said Jody going back to turn on the video game. "I'm not sure when I will ACCEPT the changes around here, but I'd sure like to have that feeling! How about a game of PAC-MAN? Maybe I'll win this time!"

FINALE: Discuss the story using the questions below as a guide.

Keep in mind:

- We all experience the stage of acceptance.
- We all experience the stage of acceptance differently.
- Acceptance is not "good" or "bad".
- The characters in the play experienced acceptance in different ways.

Questions:

- What was Jody having a hard time accepting?
  (her parents' divorce)
  What are other changes that are hard for people to accept?

- How did Randy tell Jody what is meant to ACCEPT changes?
  (He felt peaceful and realized he could not change what had happened.)

- Do you know any other feelings or thoughts people have when they ACCEPT things?
  (sense of relief--like a big sigh; it's the opposite of denying; facing change; feeling strong; etc.)

- Has Jody accepted the changes in her family yet?
  (No-"I'm not sure when I will accept the changes around here".)
  Do all people accept changes at the same time?
  (Take a show of hands--ask how long it might take to ACCEPT major changes in life.)

- Does accepting things mean you are happy about them?

ENCORE: Be observant and notice the way people experience acceptance.

STAGE: ACCEPTENCE

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF ACCEPTANCE

FOCUS: 1. Student will verbally express two situations demonstrating acceptance.

2. Given a list of situations, student will identify two that demonstrate acceptance.

PROPS: Scripts - Play #1 and Play #2

SCRIPT: 1. Review

- denial (Act 5)
- anger (Act 11)
- bargaining (Act 17)
- depression (Act 23)

2. Read the following story, instructing students to listen for the character/s that are experiencing denial, anger, bargaining, and depression.

JUST ONE WORD!

Brady Harte sat with a look of disbelief on his face. He watched as his teacher shoved some books off his desk. Boy! Mr. Matturri could really get angry when students talked back to him!

"Pick up your books, Brady! Now! And while you're doing that, let's get back to my original question, or are you going to try and deny that you were involved in the incident?"

"I didn't really DO anything," said Brady.

"I thought you told me that you had said something," replied Mr. Matturri.

"I told you I said only ONE word," answered Brady defiantly.

"One word is all it takes, Brady. I'll see you after school today. Plan on spending half an hour with me."

"Sure! Fine!!" replied Brady, staring back at Mr. Matturri. He wished Mr. Matturri were a dartboard and that his eyes could throw darts.

Brady looked at the clock. He had been sitting at his desk for fifteen minutes waiting for Mr. Matturri to return from talking with the principal, Mr. Rowland.

"There you are, Brady," said Mr. Matturri as he walked into the classroom. "Are you ready to talk?"

"I guess."

"Brady," said Mr. Matturri in a quiet and firm voice, "when you look at me and speak to me the way you did in the classroom this afternoon, I feel that you don't respect me."

"But all I said was "sure," and "fine!!" answered Brady.

"It's not always what you say, but also the way you choose to say it, that's important. The way you choose to look at the person you're speaking to, the way you choose to stand, even the tone of voice you choose is important," replied Mr. Matturri.

"I don't CHOOSE all of those things!" responded Brady in a loud voice.

"We all choose how we behave, Brady. That is how we are each responsible for our own behavior."

"Oh, I get it! Well, I apologize, Mr. Matturri. I really do respect you."

"Apology accepted, Brady."

"Do you think that I could go early, Mr. Matturri? I promise that I won't be disrespectful to you anymore."

"That's fine, but there is one more thing, Brady. I spoke with Mr. Rowland about what occurred today, and he wants to speak with you tomorrow at lunch. Plan to eat lunch with him tomorrow and for the rest of the week."

"All week? That means I won't be able to practice with the school's baseball team! Couldn't I just do it tomorrow if I promise to never talk back again?"

"I'm sorry, Brady. It just isn't going to work that way. This is exactly what I meant by being responsible for your behavior. Being responsible for your own behavior means accepting the consequences for that behavior, too."

Brady ran home. He was mad at Mr. Matturri and with himself. If only he had kept his mouth shut, then none of this would be happening. He could still be playing on the baseball team!

"Mom! I'm sorry I'm late calling you. I had to stay after school," said Brady in a breathless voice.

Brady finished relating his story to his mom and hung up the phone. He felt tired and walked slowly to his room. He felt badly about treating Mr. Matturri the way he had. Glancing at the clock, he saw that it was time for his favorite cartoon show, but for some reason he didn't seem to have the energy to walk into the den and turn on the television. Maybe he could just fall asleep and wake up feeling better.

As Brady walked toward Mr. Rowland's office during lunchtime the next day, he looked out at the playground. He wished he could be out there practicing with his friends for the school baseball team, but that wouldn't happen for a few days.

He knocked on Mr. Rowland's door and gently poked his head into the room.

"Hello, Mr. Rowland. I'm Brady Harte and I'm here because I talked back to my teacher, Mr. Matturri."

3. Using the story as a reference point, discuss with students the following questions:

   - How did Brady Harte experience denial?
     (He had a look of disbelief on his face when his teacher got mad, and he claimed, "I didn't really do anything.")

   - How did Brady experience anger?
     (He answered his teacher in an angry and defiant tone of voice. He wished Mr. Matturri were a dartboard and that he could throw darts at it.)

   - What bargains did Brady try to make with his teacher?
     (He tried to leave early by promising not to be disrespectful again and to only eat lunch once with Principal Rowland.)

   - How did Brady experience depression?
     (He felt tired; walked slowly to his room; felt badly about talking back to Mr. Matturri; didn't have the energy to walk to the den to watch his favorite cartoon show on television; wanted to sleep.)

4. Discuss

   - Today we are going to learn more about the way Brady was feeling at the end of the story. This feeling is often called ACCEPTANCE.

   Acceptance is:

   - no longer denying the situation
   - no longer feeling angry about the situation
   - no longer trying to bargain to change the situation
   - no longer feeling depressed about the situation
   - feeling okay about yourself
   - realizing that you are worthwhile
   - realizing that things are not going to stay the same:
     - you will not always be the same age
     - you will not always live in the same house with your parents
     - you may lose a pet
     - you may get sick
   - bearing with the situation without trying to change it
   - re-entering into the mainstream of life without taking an active part in it
   - not feeling sad, but perhaps still wanting to be alone
   - wanting to be with others, but not wanting to say much or be involved directly
   - resuming some activities, but not with enthusiasm

ACTION:

1. Read, as a class, Play #1, instructing students to see if they are able to identify:

   - who is experiencing acceptance
   - what situation is causing the acceptance

2. Ask class to select students to perform each part in the play.

3. The roles of teacher and remaining students will be to offer support and suggestions to students performing the play.

FINALE:

Discuss the play, using the questions below as a guide.

Keep in mind:

- We all experience the stage of acceptance.
- We all experience the stage of acceptance differently.
- Acceptance is not "good" or "bad".
- The characters in the play experienced acceptance in different ways.

Questions:

- What situation is Linda having a hard time accepting?
  (her father losing his job)
- How is Linda feeling?
  (sad; like crying; upset)
- What are the reactions of Linda's friends?
  (sharing feelings; comforting; supporting; wanting to protect--Barry)
- What situations does each friend share about accepting change?
  (Barry - his house being robbed;
  Buck - his grandfather's death;
  Rina - moving)
- What is it that helps each friend accept his/her change?
  (recognizing and accepting that each cannot change his/her situation:
  Barry - he will probably never see his possessions again;
  Buck - he will not see his grandfather again and he could not have saved him;
  Rina - she will not move back to her old home and is unable to make new friends)
- How is it helpful when other people share how they are able to accept change in their life?
  (It presents options and more ideas on how to handle problems;
  it reassures others that they will be able to handle their problems, too.)
- What do you think "acceptance" feels like inside?
  How can you tell when you have accepted a change?
  (You may not think about the situation as much; you may not have a strong emotional reaction anymore; you may notice that your attitude has changed and that you feel stronger emotionally.)

ENCORE:

1. Read Play #2 concerning acceptance, instruct students to listen for character/s in the play who are experiencing acceptance, what situations are causing the acceptance, and how they are expressing acceptance.

2. Select students to play each part and perform the play.

3. Using the questions below as a guide, discuss the play.

   - What situation was hard for Lindsey to accept?
     (change in her family - father not in home; her mother's boyfriend, Gary)

   - How did Robert describe the feeling of acceptance?
     (realization and peacefulness)

   - Was Robert happy about the situation?
     (No, he was not happy-- "I don't know if I will ever feel "happy" about it, but calm and accepting.")
     Do people have to feel happiness when they experience acceptance?
     (not necessarily)

   - Does everyone experience acceptance at the same time?
     How long do you think it takes to accept major changes in a person's life?
     (like moving, death in the family, loss of a pet, etc.)

   - How did Robert use the PAC-MAN game to talk about changes in life?

   - Has Lindsey accepted her parents' divorce?
     (not yet)
     What do you think will help her come to this stage?

   - What is positive about having changes happen in life?

EPILOG: Notice how differently people experience acceptance.

PLAY #1

Narrator   Rina   Barry

Buck   Linda

NARRATOR: Every Friday afternoon Linda, Barry, Buck, and Rina meet in the soda shop at the corner by their elementary school. Linda and Rina always share a hamburger and an order of fries, and Barry and Buck have rootbeer floats. The four friends have been meeting every Friday since the beginning of the school year, unless one of them absolutely cannot come. On this particular Friday, Barry, Buck, and Rina are sitting in their favorite red booth with the scratches on the table, waiting for their friend, Linda. Barry has already ordered his rootbeer and is busy bobbing the ice cream up and down in his drink. He is the first one to see Linda come through the door. Her eyes look red and swollen.

BARRY: Hey, what's the matter? You look like you've lost your best friend--but we're all here, so it can't be that!

BUCK: Be quiet, Barry! Linda, sit down, do you want to talk about it?

LINDA: My dad just lost his job! I called home to see if Mom could pick me up here, and she told me the awful news. I wonder what will happen to my family! What will my dad do? He'll be so worried about Mom and me and the rest of the kids.

RINA: Gee, Linda, I'm sorry. That's really rough. I'd be scared if that happened to me. It's just not right that people get laid off or fired. Someone should do something about that!

LINDA: My poor dad! I feel so sorry for him. I could cry an ocean of tears, but I don't want him to see me like this. It would make him feel even worse.

BUCK: Let's be logical about this. I bet your Dad will have another job very soon. You and your family may have nothing to worry about.

LINDA: I hope you're right, Buck. My mom and dad don't have much of a savings account. We have five kids and four pets! That's a lot to feed and take care of every week! I love them so much. I wonder what I can do to help them feel better.

BARRY: Just tell me who fired your dad, Linda. I'll go wring their necks! Let me at them!

RINA: Barry, cut it out. And STOP slurping your rootbeer! Linda, do you want to split our hamburger? It might make you feel better.

LINDA: No, not today. I'm not going to be able to spend any money here at the soda shop anymore. I want to think of my family now and every little bit will help.

BUCK: Today the hamburger is on me. What are friends for? I don't want to hear another word about it.

LINDA: Thanks for listening, guys. I'm having a hard time believing what Mom told me. I feel better being able to talk about this before I go home. I feel so helpless!

BUCK: I know that feeling. Remember last year when my grandpa died? I thought about him every minute. I thought about our times together, and especially all our chess games together. I realize now I have memories that help me when I miss him a lot.

LINDA: I remember that time, Buck. You seemed to think over and over again that you could have saved him. You weren't even home when he died. How did you get over that?

BUCK: It took a long time. I think I can say now that I ACCEPT his being gone. I still don't like it and sometimes I am still sad, but now I realize that I could not have saved him. It's still hard to get used to the idea that I won't be able to see him anymore, though.

BARRY: I think something like that happened to me when someone broke into our house. Do you guys remember that?

RINA: Do we remember? I thought you were going to turn into Clint Eastwood and chase the robbers yourself! I can't imagine what you might have done if you had ever caught up with them.

BARRY: Yeah! They stole my record player, my mom's silver, and my dad's collection of old coins. I was so angry I saw red everywhere.

LINDA: I've noticed you seem calmer these last few weeks. You haven't been talking so much about catching the thieves. I thought you were going to sue the police for not finding the robbers!

BARRY: Well, everyone kept telling me that I couldn't do anything about the loss. For a while I didn't believe anyone. Finally, I realized we'll probably never get those things back. I can't change what happened and I don't have to like it, but I think I was driving myself and everyone around me crazy -- except for you guys -- you're already nuts!

BUCK: Funny, Barry, really funny.

BARRY: Seriously, you helped me to accept what happened when I realized that THINGS aren't as important as FRIENDS. What if the robbers had kidnapped you guys? Then I could turn into the Incredible Hulk to find you! (He roars)

RINA: Oh, Barry, I think you should be on television. You're so funny! I'm glad you feel better, though. I remember how angry you were. I guess we all get over things eventually.

BARRY: Or at least learn to accept that we can't change everything.

RINA: That reminds me of last year. I was new at school. My family had just moved from the east. I was so upset with my parents. It just wasn't right that I had to leave my old school, my friends, my home, and my room that I'd been in since I was a baby!

LINDA: Come to think of it, Rina, when we first began meeting here, you were absent a lot on Fridays. In fact, you used to be absent a lot from school.

RINA: I remember. I used to get terrible stomach aches and I would ask the nurse to call my mother. My mom used to say that I was punishing her and myself because of the move. Thank goodness I met you guys and realized that I couldn't make my mom and dad move back to our old house.

LINDA: I'm glad you didn't move. Maybe there are some good things about changes. Except, sometimes if you're in an unhappy situation, it's hard to see change as positive. Maybe it's best to do nothing -- just to get through the tough times and accept them.

BUCK: Hold it, Linda. I want you to be yourself! I know I'm different from you, and come to think of it, we're all different! But I like the differences, and I've learned a lot from them.

LINDA: Me, too. Thanks for listening, everybody. I think I'll go home and talk to my parents. Maybe _I_ can help my family try to accept what's going on.

BARRY: Okay, Linda. See you at school next week--and for sure next Friday, too. I'll even share my rootbeer float with you!

RINA: With all that gloppy melted ice cream? Yuk!

LINDA: Sure, I'll be here. Thanks, you're terrific.

PLAY #2

CHARACTERS: Narrator Lindsey Robert Mrs. Parker Gary

NARRATOR: Robert and his sister Lindsey are excited. Today their mother is bringing home their new video game--PAC-MAN! Robert and Lindsey have been doing odd jobs around the neighborhood for almost two months. Lindsey has had two regular babysitting jobs and Robert has been mowing lawns and washing cars. Together they have earned half the money to buy the PAC-MAN game. Their mother offered to pay for the other half as a joint birthday present (Robert and Lindsey are twins and their birthday is going to be celebrated on the weekend).

It is late in the afternoon when Mrs. Parker, Robert and Lindsey's mom, comes in the door with her friend, Gary. Robert and Lindsey can hardly keep from screeching with excitement.

LINDSEY; It's here! Finally! I thought this day would never come!

MRS. PARKER: Slow down, Lindsey. Gary is going to set up the game for you and Robert.

ROBERT: Gary, I'll give you a hand, O.K.?

GARY: Great! You know, I'm looking forward to this game, too! We can all play after dinner.

LINDSEY: Robert, I am going into my room for a while. Call me when I can play the game.

MRS. PARKER: I thought you couldn't wait to play PAC-MAN, Lindsey.

LINDSEY: Maybe later. (She goes into her room and closes the door)

MRS. PARKER: What's wrong with Lindsey, Robert? I thought she was going to be the happiest girl on the block with this new game.

GARY: Maybe it's because I'm here. I'm not sure Lindsey likes me.

ROBERT: Oh, she'll get over it. She's really sensitive and has a hard time getting to know people. It's taken her a long time just to be able to accept Mom and Dad getting a divorce.

GARY: I understand that and I know it's hard to accept so much all at once. Well, the video game is all set. Why don't you go get Lindsey and play a few games.

MRS. PARKER: I'll go start dinner. I'm making your favorite tonight--ham and sweet potatoes!

GARY: I'll give you a hand. Have fun, Robert!

NARRATOR: Mrs. Parker and Gary go into the kitchen to prepare dinner. Robert tells Lindsey to come out and play a few games of PAC-MAN. Robert plays the first game, Lindsey watches as the little pac man scurries around the screen gobbling up little white dots. Lindsey starts laughing as she watches Robert playing the game so seriously.

LINDSEY: This is a great birthday present, isn't it, Robert?

ROBERT: It sure is. With all the work we did, we really EARNED it. I don't think I'll get tired of playing this game for a long time.

LINDSEY: Me, either. It's just too bad Daddy's not here to see it. I miss him.

ROBERT: We'll be with him this weekend, Lindsey.

LINDSEY: Yeah, but we won't be able to play PAC-MAN with him. I suppose Gary is going to want to play it after dinner.

ROBERT: What do you have against him?

LINDSEY: Nothing, I guess. It's just that sometimes I feel angry that he's here instead of Dad. Sometimes I feel sad, too.

ROBERT: I do too, Lindsey. But Mom and Dad have been divorced almost two years now. Mom and I have accepted the change. What about you?

LINDSEY: I don't know. What does ACCEPT mean? What does it feel like?

ROBERT: I'm not exactly sure. All I know is that I realize that Mom and Dad are not going to get back together. I used to think I could help them stay married. Sometimes I wanted to scream and tell them how awful I felt inside. Lately though, I feel different. I KNOW they will not get back together now. I guess I feel sort of peaceful about it.

LINDSEY: You mean you feel HAPPY about the divorce?

ROBERT: No. I don't know if I will ever feel "happy" about it. Sometimes I may even get upset again. You know what, Lindsey? Life is kind of like this PAC-MAN game. It has problems and challenges. Sometimes I'm like the little red monsters in the game--I get angry. Sometimes

I'm sad like the little figures when they turn blue. Sometimes I'm in between like when they are yellow. The greatest times are when everything is white and I try to gobble up all the white dots... like gobbling up all the good things in life. That's when I feel like I'm winning.

LINDSEY: I never thought about things that way! You know, it would be a boring game if there were only white dots and good times all the time. We'd never know what it was like to accomplish something or feel successful.

ROBERT: It really is like playing PAC-MAN, isn't it? It takes PRACTICE and paying attention to our problems and changes in order to get better at handling them.

LINDSEY: You sound like a grown-up, Robert! I'm not sure that I will ever accept the changes in our family. But...I'm beginning to accept the idea that changes will happen from time to time and I do want to be able to deal with them.

ROBERT: Well, right now I think I'll play another game of PAC-MAN. It's going to take a lot of practice for me to get really good!

LINDSEY: Just don't get too good or I'll never get a turn. I think I'll see what's going on in the kitchen with Mom and Gary.

NARRATOR: Just then Mrs. Parker and Gary walk into the living room.

MRS. PARKER: Dinner is almost ready and Gary has made his Pineapple Punch for both of you!

GARY: Well, you two sure look like you have been having a good time! Who's winning?

LINDSEY: Right now Robert is a little ahead...but I think with a little more practice, I'll catch up.

GARY: Maybe I can give you a few pointers, Lindsey.

LINDSEY: OK. Maybe after dinner.

STAGE: ACCEPTANCE

SCENE: TO DEVELOP AWARENESS OF ACCEPTANCE

FOCUS:
1. Student will verbally express two situations demonstrating acceptance.
2. Given a list of situations, student will identify two representing acceptance.

PROPS: Paper, crayons, marking pens, music (several different kinds)

SCRIPT:
1. Discuss

   - feelings

     Examples: happy, mad, sad, angry, frustrated, scared, excited, tired, energetic

   - music helps us feel many different ways
   - music often changes our feelings

     Example: happy to sad
     sad to happy
     frustration to calm
     tired to energetic

ACTION:
1. Pass out props.
   (Each student needs one sheet of paper for each selection of music or divide large sheet of paper into sections.)
2. Number paper/sections.
3. Play music selections, instructing students to allow their hands to "dance and move" to the music while drawing a picture or design on the paper.

FINALE: Ask students to share drawings.

Discuss

- feelings experienced while drawing
- how music influenced feelings
- how feelings influenced drawings
- how each drawing is creative, unique and special

ENCORE: Listen to many different kinds of music. Pay attention to how the music affects your feelings.

STAGE: ACCEPTANCE

SCENE: TO DEVELOP AWARENESS OF ACCEPTANCE

FOCUS:

1. Student will verbally express two situations demonstrating acceptance.
2. Given a list of situations, student will identify two representing acceptance.

PROPS: Music (several different kinds), paper, pens/pencils

SCRIPT:

1. Discuss
   - feelings associated with stages previously discussed

   Examples:
   denial - fear, scared
   anger - angry, hateful
   bargaining - wishful, excited, energetic
   depression - sad, mournful, tired
   acceptance - just okay, not great, slightly happy, slightly sad

   - how music affects feelings/moods
   - songs that cause happiness, sadness, fear, excitement

ACTION:

1. Pass out props.
2. Play music selections, instructing students to write down how they are feeling after each selection.

   Note: While music is playing, students may enjoy putting heads on desk and closing eyes.

FINALE: Ask students to share reactions to music selections.

Discuss

- how were reactions similar/different
- how music influenced feelings/moods
- how music affects feelings/moods

Example: If you are feeling lonely or depressed and wish to feel happy, what kind of music could you play?

If you are feeling calm and wish to continue feeling this way, what music would you play?

ENCORE: At home play some different kinds of music. Pay attention to how each selection affects you.

ACT 31 - PRIMARY

STAGE: ACCEPTANCE

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS PEOPLE EXPERIENCE ACCEPTANCE

FOCUS:

1. Student will verbally express three ways people experience acceptance.
2. Given a list of situations, student will identify three ways that demonstrate acceptance.

PROPS: Scripts

SCRIPT:

1. Review
   - definition of acceptance (Act 29)
2. Discuss
   - situations that might cause children to experience acceptance.

ACTION:

1. Divide class into 4 groups and label A, B, C, and D.
2. Pass out Script A to group A
   Script B to group B
   Script C to group C
   Script D to group D
3. Instruct each student to complete script, paying attention to the way each character might experience acceptance.

   Note: Before role-playing scripts, students may need assistance in structuring the roles and recognizing what is happening with the characters. Questions from the instructor may be needed to help clarify the situation.

To guide discussion, the following may be helpful:

- What character is experiencing the stage of acceptance?
- What situation is causing the character to feel acceptance?
- How is the character expressing acceptance?
- Is the character aware of his/her feelings of acceptance?

4. Ask each group to role-play script for class.

FINALE: Discuss scripts and drawings, using the following as a guide:

- Identify what the character is experiencing. (acceptance)
- Identify the cause of the acceptance. (getting a step-parent)
- How did the character demonstrate acceptance?
- How do Scripts A, B, C, and D differ in the way each character experiences acceptance?

ENCORE: Notice the ways your friends experience acceptance. Are they more like Tough Tom, Smart Sam, Sensitive Sarah, or Dependable Donna?

SCRIPT A

TOUGH TOM IS GOING TO VISIT HIS DAD AND NEW STEPMOTHER. TOM IS NOT SURE WHETHER HE LIKES HIS STEPBROTHER BILL OR NOT. EVERY TIME HE GOES TO SEE HIS DAD, HE FIGHTS WITH BILL THE WHOLE TIME. TOM HAS NOW DECIDED THAT HE NEEDS TO WORK THINGS OUT WITH BILL SO HE CAN STILL SPEND TIME AT HIS DAD'S WITHOUT FIGHTING.

BILL: HI, TOM! WHAT'S ON YOUR MIND?
TOM: ______________________________
____

BILL: WHY DO YOU THINK WE FIGHT?
TOM: ______________________________
____

BILL: I DON'T LIKE TO FIGHT WITH YOU, TOM. WHAT CAN WE DO?
TOM: ______________________________
____

DRAW A PICTURE ON THE OTHER SIDE
OF THE PAPER SHOWING BILL AND TOM
WORKING OUT THEIR PROBLEM.

SCRIPT B

SMART SAM'S COUSIN, LINDA, IS VISITING FOR THREE WEEKS WITH SAM AND HIS FAMILY. HER MOTHER HAS JUST REMARRIED AND IS ON A HONEYMOON. LINDA WANTS TO TALK TO SAM ABOUT HOW UPSET SHE HAS BEEN ABOUT HER MOTHER GETTING MARRIED. SHE ALSO WANTS TO KNOW SOME WAYS TO MAKE THINGS BETTER.

SAM: LINDA, HOW COME YOU'RE SO QUIET?

LINDA: ______________________________

____

SAM: WHY DO YOU THINK YOU ARE UPSET?

LINDA: ______________________________

____

SAM: WHAT ARE YOU GOING TO DO TO FEEL BETTER?

LINDA: ______________________________

____

DRAW A PICTURE ON THE OTHER SIDE
OF THE PAPER SHOWING SAM AND LINDA
TALKING.

SCRIPT C

SENSITIVE SARAH IS IN THE BACK YARD, SWINGING ON SWINGS AT HER "NEW" HOUSE. SHE HAS COME TO LIVE WITH HER DAD AND NEW STEPMOTHER IN HER DAD'S NEW HOUSE. SINCE HER MOTHER DIED FOUR YEARS AGO, SHE HAS BEEN LIVING WITH HER GRANDMOTHER. SARAH IS SAD AND WANTS TO TALK TO HER DAD ABOUT HER FEELINGS AND HER NEW STEPMOTHER. SHE WANTS TO FEEL BETTER AND WORK THINGS OUT.

DAD: HI, SARAH! HOW ARE YOU TODAY?

SARAH: ______________________________

____

DAD: WHAT IS BOTHERING YOU?

SARAH: ______________________________

____

DAD: WHAT CAN I DO TO HELP?

SARAH: ______________________________

____

DAD: I'M HAPPY YOU ARE HERE WITH US.

SARAH: ______________________________

____

DRAW A PICTURE ON THE OTHER SIDE
OF THE PAPER SHOWING SARAH AND HER
FATHER TALKING.

SCRIPT D

DEPENDABLE DONNA FINISHED MAKING HER BED. BOB, HER NEW STEPDAD, CALLED UPSTAIRS AND ASKED HER IF SHE WOULD LIKE EGGS FOR BREAKFAST. USUALLY, DONNA DOES NOT WANT TO EAT WITH BOB. BUT, LATELY, SHE IS FEELING BETTER AND HAS DECIDED THAT SHE WANTS TO HELP THINGS WORK OUT.

BOB: DONNA, DO YOU WANT SOME BREAKFAST?

DONNA: ______________________________

____

BOB: WHAT WOULD YOU LIKE TO DO TODAY?

DONNA: ______________________________

____

BOB: HOW CAN I HELP MAKE THINGS BETTER BETWEEN US?

DONNA: ______________________________

____

DRAW A PICTURE ON THE OTHER SIDE
OF THE PAPER SHOWING DONNA AND BOB
WORKING THINGS OUT.

STAGE: ACCEPTANCE

SCENE: TO DEVELOP AWARENESS OF THE DIFFERENT WAYS PEOPLE EXPERIENCE THE STAGE OF ACCEPTANCE

FOCUS:
1. Student will verbally express three ways people experience acceptance.
2. Given a list of situations, student will identify three ways that demonstrate acceptance.

PROPS: Scripts

SCRIPT:
1. Review
   - definition of acceptance (Act 29)
2. Discuss
   - situations that might cause children to experience acceptance

ACTION:
1. Divide students into four groups and label A, B, C, and D.
2. Pass out Script A to group A
   Script B to group B
   Script C to group C
   Script D to group D
3. Instruct each group to complete script, paying attention to the way each character might experience acceptance.

   Note: Before completing scripts and role-playing, students may need assistance in structuring the roles and recognizing what is happening with each character. Questions from the instructor may be needed to help clarify the situation.

The following may be helpful:

- What character/s is experiencing acceptance?
- What situation is causing the character/s to experience this stage?
- How is the character expressing acceptance?
- Is the character aware of his/her acceptance?

4. Ask each group to role-play script for class.

FINALE: Use the following as a guide:

- Identify what the character is experiencing. (denial, anger, bargaining, depression and acceptance)

- Identify the cause of the acceptance. (getting a stepparent)

- What did the character do to demonstrate acceptance?

- How do scripts A, B, C, and D differ in the way each character experiences acceptance?

ENCORE: Notice whether any of your friends are experiencing acceptance. Which one of the scripts' characters are they more like?

SCRIPT A

Tough Tom sat on his suitcase waiting for his dad to pick him up. Every other weekend Tim visited his dad, stepmom, and stepbrother Joe. The first time Tom had met Joe, he ignored him and pretended that Joe wasn't even there. The next time they were together, the boys fought the entire weekend. Tom hated Joe. He tried bargaining with his mom to let him stay at home with her, but she said no. The next time his dad came to pick him up, Tom just stayed in his room and refused to go. Now Tom wants to see his dad. He knows that he will just have to learn to live with Joe if he wants to see his dad. That weekend when Tom's dad arrived, Tom got into the back seat of his dad's car with Joe.

Tom: Hi, Joe. ________________________________
Joe: Hi, Tom. ________________________________
Tom: ____
Joe: ____
Tom: ____
Joe: ____
Tom: ____
Joe: ____

Finish the script.

What could Tom and Joe share with each other?

SCRIPT B

LOGICAL LARRY HELPED HIS COUSIN, JENNY, UNPACK HER SUITCASE. JENNY WAS GOING TO STAY WITH LARRY'S FAMILY FOR THREE WEEKS WHILE HER MOM AND STEPDAD WERE ON THEIR HONEYMOON. JENNY SEEMED QUIETER THAN USUAL.

LARRY: IS ANYTHING BOTHERING YOU, JENNY? YOU DON'T SEEM AS HYPER AS USUAL.

JENNY: I GUESS I'M JUST GETTING USED TO THE IDEA OF HAVING A STEP-DAD.

LARRY: WERE YOU SURPRISED WHEN YOUR MOM DECIDED TO GET MARRIED?

JENNY: I DIDN'T BELIEVE IT AT FIRST, SO I DIDN'T PAY MUCH ATTENTION TO HER. THEN, I HEARD HER ARRANGING FOR THE WEDDING PHOTOGRAPHER AND KNEW SHE WAS REALLY GOING TO DO IT.

LARRY: DID YOU SAY ANYTHING TO HER THEN?

JENNY: I BLEW UP! I TOLD HER THAT I HATED HER BOYFRIEND AND THAT IF HE WAS STAYING, I WAS LEAVING!!!

LARRY: BOY! I BET SHE GOT MAD WHEN YOU TOLD HER THAT!

JENNY: NOT REALLY. SHE VERY CALMLY TOLD ME THAT WE WERE BOTH STAYING--LIKE IT OR NOT. SO, I JUST STAYED IN MY ROOM FOR TWO WEEKS.

LARRY: DO YOU REALLY HATE YOUR NEW STEPDAD?

JENNY: NO, NOT REALLY. I DON'T HATE HIM -- I JUST DIDN'T WANT MY MOM TO GET MARRIED.

LARRY: WHY DIDN'T YOU WANT YOUR MOM TO GET MARRIED?

JENNY: ____

LARRY: ____

JENNY: ____

LARRY: ____

JENNY: ____

LARRY: ____

FINISH THE SCRIPT.

WHAT ELSE COULD JENNY SHARE WITH HER COUSIN LARRY?

SCRIPT C

SENSITIVE SARAH SAT UP IN BED. SHE SAW HER DAD SMILING AT HER FROM THE DOORWAY, BUT FOR A MINUTE SHE COULDN'T REMEMBER WHERE SHE WAS. SARAH HAD LIVED WITH HER GRANDMOTHER UNTIL A MONTH AGO WHEN SHE HAD COME TO LIVE WITH HER DAD AND HIS NEW WIFE. SHE REMEMBERED WHEN HER GRANDMOTHER HAD FIRST TOLD HER THAT HER DAD WANTED HER TO LIVE WITH HIM. AT FIRST, SHE DIDN'T BELIEVE IT! THEN, SHE YELLED, "I HATE MY DAD. I DON'T WANT TO LIVE WITH HIM." SHE CALLED HER DAD AND TOLD HIM SHE DIDN'T WANT TO LIVE WITH HIM ALL THE TIME, EXCEPT JUST DURING THE SUMMER. HER DAD HAD SAID THAT HE WANTED HER WITH HIM DURING THE SCHOOL YEAR. SARAH GOT SO UPSET THAT SHE HUNG UP THE PHONE AND CRIED AND CRIED. NOW SHE LOOKED UP AT HER DAD AND WONDERED WHY SHE DIDN'T FEEL UPSET AND SAD ANYMORE. SHE STILL MISSED HER GRANDMOTHER, BUT MAYBE SHE WAS GETTING USED TO LIVING WITH HER "NEW" FAMILY.

SARAH: HI, DAD!
DAD: GOOD MORNING, HONEY!
SARAH: ____________________
DAD: ____________________
SARAH: ____________________
DAD: ____________________
SARAH: ____________________

FINISH THE SCRIPT.

WHAT COULD SARAH AND HER DAD SHARE WITH EACH OTHER?

SCRIPT D

Six weeks ago, Dependable Donna's mom married Jack. It had been hard for Donna to adjust to someone new living in the house. At first, she often forgot and still set the dinner table for two. Then, she and Jack starting arguing a lot at dinner. Jack tried to be nice and offered to help Donna with her chores, but that only made Donna angry. Finally, Donna asked her mom to let her live with a relative. Her mom told her she had to stay and would not discuss it any further. For several nights, Donna had gone to bed early with a horrible headache. Lately, she realized that Jack was here to stay and it didn't seem to bother her as much as it had before. One evening after dinner, Donna started clearing the table and Jack followed her into the kitchen.

Jack: Need any help?
Donna: ______________________________
Jack: ______________________________
Donna: ______________________________
Jack: ______________________________
Donna: ______________________________

Finish the script.
What might Donna and Jack say to each other regarding their relationship?

STAGE: ACCEPTANCE

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH THE STAGES OF DENIAL, ANGER, BARGAINING, DEPRESSION AND ACCEPTANCE

FOCUS:

1. Student will verbally express three resources available for each stage.
2. Given a list of resources, student will identify three that are appropriate to each stage.

PROPS: Resource/Match Sheet

SCRIPT:

1. Discuss the characteristics of denial, anger, bargaining, depression and acceptance.

Denial:

- when someone doesn't tell the truth about something
- when someone pretends something did not happen

Anger:

- Physical feelings of anger - rapid heart beat; tightening of stomach; feeling flushed/hot; ways people express anger - yelling; refusing to change mind; pushing; hitting; threatening others; throwing/slamming things; crying

Bargaining:

- a promise/an agreement/a deal people make in order to get what they want

Depression:

- a feeling that stops people from doing what they normally do
- ways people experience depression - not feeling like doing anything; not feeling like doing things that are usually favorite things to do; crying a lot; feeling bored; feeling physically ill; feeling constantly tired

Acceptance:

- no longer denying the situation
- no longer feeling angry
- no longer trying to bargain to change the situation
- no longer feeling sad (depressed)
- regretting and bearing with the situation without trying to change it
- feeling okay about yourself

2. Review resources

Examples:

parent/s
brother/sister
friend's parent
parent's friend
school psychologist
babysitter
coach
doctor
YM/YWCA
4-H
Boys Club
scouts
nature clubs
foreign language class
karate classes

principal
nurse
teacher
counselor
relatives
scout leader
people from day care program
church leaders
Campfire Girls/Indian Guides
Sports (t-ball, soccer, gymnastics)
dance class
music classes (piano, flute, etc.)
drama classes
volunteer work/helping others: tutoring, nursing homes--read research books or books about others in similar situations
read/write to advice type column

ACTION: 1. Pass out props.

2. Instruct students to complete Resource Match Sheets by:

- reading each situation
- identifying and circling the correct stage
- filling in letter of the correct resource on the blank line

3. Save Resource Match Sheet for Act 33.

As a class, review and discuss the answers to the Resource Match Sheet using the questions below as a guide:

- Was it easy or hard to identify each stage? Why?
- Which situation was the hardest/easiest to identify? Why?
- Are there other resources not mentioned that might help the situation? What ones?
- What kind of resource would you use if you were in a similar situation?

Be observant of people who are dealing with a stressful situation. What resource do you think might help them?

Resource Match Sheet Answer Key

Stage Resource

1. denial/F
2. depression/E
3. bargaining/O
4. anger/I
5. acceptance/M
6. bargaining/G
7. anger/P
8. denial/H
9. depression/N
10. anger/C
11. acceptance/J
12. acceptance/K
13. depression/A
14. denial/Q
15. bargaining/B
16. denial/L
17. anger/D

RESOURCE MATCH SHEET

DIRECTIONS:
1. Read each situation.
2. Circle the correct stage
3. Fill in the letter of the correct resource on the blank line.
4. Look at #1. It is done for you.

1. Jeremy stood in front of Space Mountain at Disneyland. A man asked him if he was lost. "I'm not lost," said Jeremy, "my parents are."

   [✓ Denial] Anger Bargaining Depression Acceptance ___F___

2. Three weeks ago Megan's cat got very sick and had to be put to sleep. Megan is still sad.

   Denial Anger Bargaining Depression Acceptance ______

3. Derek was sent to the principal's office because he had kicked a ball over the school yard fence. The principal told Derek he would have to stay after school. Derek had baseball practice after school.

   Denial Anger Bargaining Depression Acceptance ______

4. Nancy was jealous of her baby sister. Ever since the baby was born, Nancy's mother seemed to be too busy to do things with Nancy.

   Denial Anger Bargaining Depression Acceptance ______

5. Brianne stood looking at her new house and said to herself, "Maybe this won't be as bad as I thought it would."

   Denial Anger Bargaining Depression Acceptance ______

6. David and his brother had figured out a plan to keep their parents from getting divorced. They would promise to never fight again if their mom and dad would stay together.

   Denial Anger Bargaining Depression Acceptance ______

7. Emily sat by herself during snacktime at Latchkey. She hated Latchkey. She hated the kids there and most of all she hated her mom for working all day.

   Denial Anger Bargaining Depression Acceptance ______

8. It was 7:30 at night and Ben heard the doorbell ring. His mom said, "Open the door, Ben. It's the babysitter." Ben said, "I don't need a babysitter. I'm old enough to take care of myself."

   Denial Anger Bargaining Depression Acceptance ______

9. Brett stared at his spelling paper. Ever since his grandmother had died he could not seem to do well in his school work.

   Denial Anger Bargaining Depression Acceptance ______

10. Michelle's evening was ruined. Not only did she have to share her room with her Aunt Lori, now she had to wait to use the bathroom.

    Denial Anger Bargaining Depression Acceptance ______

11. Doctor Brown looked at Steven and said, "This is your sixth sore throat this year. It looks like we will have to take out your tonsils as we had planned." "That's what I figured," said Steven. "I'll do anything to get better."

Denial Anger Bargaining Depression Acceptance ________

12. Becky looked around and started laughing with the rest of her class. It wasn't the first time she had given a wrong answer, but now it didn't bother her.

Denial Anger Bargaining Depression Acceptance ________

13. Mario walked to his room while his dad screamed at him. He felt that no matter how hard he tried to please his dad, it never seemed to be good enough.

Denial Anger Bargaining Depression Acceptance ________

14. Tammy turned on the radio and started dancing as if she didn't hear her parents arguing downstairs.

Denial Anger Bargaining Depression Acceptance ________

15. Brad's neighbor's dog just had seven puppies. His parents said he could have one but he had to pay for it on his own. Brad didn't have any money saved. He wondered if he could make a deal with his neighbors.

Denial Anger Bargaining Depression Acceptance ________

16. Joe seems to have a hearing problem. He always needs to ask someone to repeat what the teacher has said. He thinks it is just because his teacher doesn't talk very loud.

Denial Anger Bargaining Depression Acceptance ________

17. Cindy tried to get all the girls in her class to hate Martha. Martha had been Cindy's best friend until last week when she told Cindy she didn't want to be her friend anymore.

Denial Anger Bargaining Depression Acceptance ________

RESOURCES

A. Talk to school psychologist/counselor
B. Trade services (help care for puppies until they are adopted)
C. Talk to friend's parent
D. Talk to teacher
E. Talk to parent
F. Policeman/security guard
G. Read a book about divorce
H. Talk to babysitter
I. Piano/dance lessons
J. Talk to friend who has had similar problem
K. Be a kindergarten helper
L. Talk to school nurse
M. Join a club at school
N. Talk to minister/rabbi/priest
O. Trade punishment times
P. Talk to daycare leader
Q. Talk to parent's friend

STAGE: ACCEPTANCE

SCENE: TO DEVELOP ABILITY TO FIND TECHNIQUES TO DEAL WITH VARIOUS STAGES

FOCUS:

1. Student will verbally express three resources available for each stage.
2. Given a list of resources, student will identify three that are appropriate to each stage.

PROPS: Resource Match Sheet

SCRIPT:

1. Discuss the characteristics of denial, anger, bargaining, depression and acceptance.

Denial:

- when someone doesn't tell the truth about something
- when someone pretends something did not happen

Anger:

- physical feelings of anger: rapid heart-beat: tightening of stomach; feeling flushed/hot
- ways people express anger: yelling; refusing to change mind; pushing; hitting; threatening others, throwing/slamming things; crying

Bargaining:

- a promise/an agreement/a deal people make in order to get what they want

Depression:

- a feeling that stops people from doing what they normally do
- ways people experience depression: not feeling like doing anything; not feeling like doing things that are usually favorite things to do; crying a lot; feeling bored; feeling physically ill; feeling constantly tired

Acceptance:

- no longer denying the situation
- no longer feeling angry or feeling sad (depressed)
- no longer trying to bargain to change the situation
- regretting and bearing with the situation without trying to change it
- feeling okay about yourself

2. Review resources

Examples:

parent/s
brother/sister
friend's parent
parent's friend
school psychologist
babysitter
coach
doctor
YM/YWCA
4-H
Boys Club
scouts
nature clubs
foreign language class
karate classes

principal
nurse
teacher
counselor
relatives
scout leader
people from day care program
church leaders
Campfire Girls/Indian Guides
Sports (t-ball, soccer, gymnastics)
dance class
music classes (piano, flute, etc.)
drama classes
volunteer work/helping others
tutoring, nursing homes--read
research books or books about
others in similar situations
read/write to advice type column

ACTION:

1. Pass out props

2. Instruct students to complete Resource Match Sheets by:

   - reading each situation
   - identifying and circling the correct stage
   - filling in letter of the correct resource on the blank line

3. Save Resource Match Sheet for Act 33.

FINALE: As a class, review and discuss the answers to the Resource Match Sheet using the questions below as a guide:

- Was it difficult/easy to identify each stage? Why?
- Was there more than one resource that might have helped the situation? What ones?
- What resource would you use if you were in a similar situation?

ENCORE: Be observant of people who are dealing with a stressful situation. What resource do you think might help them?

RESOURCE MATCH SHEET ANSWER KEY

STAGES

1. Denial
2. Depression
3. Acceptance
4. Anger
5. Denial
6. Acceptance
7. Acceptance
8. Anger
9. Bargaining
10. Bargaining
11. Denial
12. Anger
13. Bargaining
14. Depression
15. Depression
16. Denial
17. Acceptance

RESOURCE: (a) someone to talk to
(b) something to do

1. (a) talk to a parent
   (b) join a club/organization
2. (a) talk to a minister/rabbi/priest
   (b) reading a book about someone who had the same or similar experience
3. (a) talk to parents
   (b) join a club at school
4. (a) talk to another adult
   (b) mow lawn to earn own money
5. (a) contact a community drug program
   (b) try to get sister involved in a hobby
6. (a) talk to doctor
   (b) take acting lessons
7. (a) talk to friends
   (b) join after school club or team
8. (a) write to advice column
   (b) volunteer work at a convalescent home
9. (a) talk to doctor/parents
   (b) agree to go on a different vacation (trading)
10. (a) talk to teacher/principal
    (b) give up free time after school for studying
11. (a) talk to school psychologist
    (b) read children's book on divorce/separation
12. (a) talk to school psychologist
    (b) find a job to earn own money
13. (a) call her optometrist
    (b) offer to pay for the difference between the glasses and contacts with money earned or trade services with parents
14. (a) talk to a friend's older brother or sister
    (b) cross-age tutoring/babysitting
15. (a) talk to veterinarian
    (b) volunteer time at an animal shelter
16. (a) talk to a friend in a similar situation
    (b) take class after school in some area of interest
17. (a) talk to a relative
    (b) take on more responsibilities/chores at home

RESOURCE MATCH SHEET

DIRECTIONS: 1) Read each situation.
2) Under each situation;
- Write the stage (denial, anger, bargaining, depression, acceptance) on the blank line.
- For section (a) fill in someone to talk to
- For section (b) fill in something to do

3) Look at #1. It is done for you.

1. Katrina told Dominique, her best friend, that she did not want to be her friend anymore. Dominique laughed and ran away. She did not believe Katrina meant what she said.

Denial (a) talk to a parent
(b) join a club/organization

2. Two months ago, Ryan's grandfather died unexpectedly. Since that time, Ryan has been spending a great deal of time alone.

________ (a) ________________
(b) ________________

3. Brianne stood looking at her new house and said to herself, "Maybe this won't be as bad as I thought it would be."

________ (a) ________________
(b) ________________

4. James kicked the garage door. He was mad at his dad's boss. If only his father hadn't lost his job, he'd have his new bike by now.

________ (a) ________________
(b) ________________

5. James' parents asked him what he thought was wrong with his sister, Marla. They thought she looked and acted "spacey," as if she'd been using drugs. James told them she was probably just upset with her boyfriend.

________ (a) ________________
(b) ________________

6. Robert looked in the mirror at the scar on his cheek. He smiled, "This isn't so bad, it makes me look like Burt Reynolds!"

________ (a) ________________
(b) ________________

7. Brenda was afraid to leave her old school and start middle school. By the end of the first week at middle school, she'd met so many new friends she had no idea why she'd been so afraid.

________ (a) ________________
(b) ________________

8. Barbara Jean's grandmother moved in with Barbara Jean's family after her stroke. Barbara was tired of being ignored. She confronted her mother, "How come you always have enough time for your mother, but not enough time for your daughter?"

________ (a) ________________
(b) ________________

9. Fred's parents scheduled Fred's tonsillectomy during spring break week. This is the same week his friend had invited him to go skiing. Fred talked to his parents and said, "I'll do anything you ask, if you'll change the date of my tonsillectomy and let me go skiing."

____________ (a) ______________________________

(b) ______________________________

10. Sally has been going for special help in reading since first grade. Now that she is in fifth grade she wants to stop going. She is willing to do extra work at home or get a tutor.

____________ (a) ______________________________

(b) ______________________________

11. Every night Marsha sets a place at the dinner table for her father. Even though her parents are separated and her father does not live with them, she just knows that one day her father will walk in and say, "Hi. What's for dinner?"

____________ (a) ______________________________

(b) ______________________________

12. Darnell told his mom he needed $5.00 to go to the movies with his buddies. When she told him he could not go, he responded, "Why can't you be nice like everybody else's parents?"

____________ (a) ______________________________

(b) ______________________________

13. Sharon was trying to figure out a plan so that she would not have to wear glasses. She wondered how she could talk her parents into letting her get contacts instead.

____________ (a) ______________________________

(b) ______________________________

14. Paula, age twelve, idolized her older brother, Jack. Even though he was six years older than Paula, he always had time to help her with her homework or play a game. Now Paula watched as Jack's plane took off and he left for his first year of college. She felt tears burning her eyes and rolling down her cheeks.

____________ (a) ______________________________

(b) ______________________________

15. Three weeks ago, one of Megan's dogs got hit by a car and had to be put to sleep. Since that time, Megan refuses to pet or take care of her other dog.

____________ (a) ______________________________

(b) ______________________________

16. Stephanie went home right after school. She was eager to tell her mom how well she had done on her science test. She tried to open the door and found it was locked. She rang the bell and peeked in the window. Then she noticed the key around her neck and remembered her mom had started work that day.

____________ (a) ______________________________

(b) ______________________________

17. Mark looked at the calendar and realized it had been 3 weeks since his dad had entered the hospital. He watched as his mom began preparing dinner early so that she could go to the hospital before visiting hours ended. He wished that he could do something to help.

________________ (a) ______________________________

(b) ______________________________

(a) talk to a minister/rabbi/priest
(b) reading a book about someone who had the same or similar experience

(a) call her optometrist
(b) offer to pay for the difference between glasses and contacts with money earned or trade services with parents

(a) talk to a friend's older brother or sister
(b) cross-age tutoring/babysitting

(a) talk to school counselor about learning positive communication skills
(b) find a job to earn own money

(a) write to advice column
(b) volunteer work at a convalescent home

(a) talk to doctor
(b) take acting lessons

(a) talk to a relative
(b) take on more responsibilities/chores at home

(a) talk to doctor/parents
(b) agree to go on a different vacation (trading)

(a) contact a community drug program
(b) try to get sister involved in a hobby

(a) talk to another adult
(b) mow lawn to earn own money

(a) talk to school psychologist
(b) read children's book on divorce/separation

(a) talk to friends
(b) join after school club or team

(a) talk to teacher/principal
(b) give up free time after school for studying

(a) talk to a parent
(b) join a club/organization

(a) talk to veterinarian
(b) volunteer time at an animal shelter

(a) talk to a friend in a similar situation
(b) take class after school in some area of interest

(a) talk to parents
(b) join a club at school

STAGE: ACCEPTANCE

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

1. Student will verbally express three requests in order to seek help from resources.
2. Given a list of resources, student will identify a request for each.

PROPS: Resource Match Sheet (from Act 32), pencils, paper

SCRIPT:

1. Review
   - characteristics of stages and resources from Act 32

ACTION:

1. Divide class into dyads.
2. Using Resource Match Sheet, assign one situation to each dyad.
3. Instruct each dyad to:
   - read their situation
   - select an appropriate resource to match the situation
   - write a short dialog to role-play the situation

   Note: Before role-playing situations, students may need assistance in structuring the role/s and recognizing what is happening with the character/s. Questions from the instructor may be helpful in clarifying the situation.

   Examples: What stage is the character experiencing?
   What situation is causing the stage?
   What resource might best help the character?
   What kind of "I" message might the character give when asking for help?

FINALE: Ask each dyad to role-play their situation for the class.

ENCORE: Think about a time that you might need to ask for help. How could you ask for help using an "I" message.

STAGE: ACCEPTANCE

SCENE: TO DEVELOP ABILITY TO MAKE REQUESTS IN ORDER TO SEEK HELP FROM RESOURCES

FOCUS:

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   Examples:
   What stage is the character experiencing?
   What situation is causing the stage?
   What resource might best help the character?
   What kind of "I" message might the character give when asking for help?

FINALE: Ask each dyad to role-play their situation for the class.

ENCORE: Think about a time that you might need to ask for help. How could you ask for help using an "I" message?

STAGE: ACCEPTANCE

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express directions for one visualization scene.
2. Given a list of visualization scenes, student will identify the scene representing the stage of acceptance.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:

   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles

   (Refer to Act 4 for more information.)

2. Review visual imagery

   - It is similar to a daydream

   (Refer to Act 10 for additional information regarding visual imagery with students.)

ACTION:

1. Discuss

   - How many of you have ever felt accepted by another person?
   - How can you tell when someone accepts you?
   - How many of you have ever not been accepted by other people?
   - How can you tell when you are not accepted?
   - How does that feel?

   Today you will have an opportunity to experience acceptance in your imagination.

Note: This visualization will help students focus on personal issues and feelings concerning acceptance.

(Read Slowly)

As you begin to relax, perhaps you would like to close your eyes and get into a comfortable position.

There is nothing you have to do except listen to my voice. When you are quiet and ready, I will begin.
There are probably many things on your mind right now. Pay attention to all the things that you are thinking, what you have done in school today, what you will do when you get home, what you would like to be doing right now. As you are doing that, also pay attention to your body, where you might feel tension, where you feel light, where you feel heavy, where you feel relaxed, where you feel energy, where you might feel tired.

As you are becoming aware of your thoughts and feelings, I invite you to see yourself visiting a special zoo. It may be a zoo where you have been before, or a pretend zoo that you can make up in your mind right now. You may hear the animals making noises--birds chirping, monkeys screeching or people chatting. As you walk in the sunshine, you may be able to smell the animals, flowers, and the fresh popcorn in a nearby shop. Imagine yourself walking to the area of your favorite animal. Is your favorite animal an elephant, zebra, cougar, deer, camel or something else? Picture yourself standing and watching as your favorite animal plays in the sunshine.

As you are watching, you may be aware of someone coming to stand beside you. As you turn around you may be surprised to see someone who cares very much about you, someone who accepts you and loves you just the way you are. Watch as this person smiles. Pay attention to how you can tell when you are accepted. Is it a look in this person's eyes, the words shared with you, a kind expression on their face, or did this person touch you and give you a hug? Perhaps this person wants to share a few words with you now. Listen to what is said and answer, if you wish.

It is time for this person to leave the zoo. Wave goodbye and watch as he or she walks away in the sunlight. Now turn back to look at the animals. As you are watching, you may be able to remember a TIME or a SITUATION that was very hard for you to accept. At first you may have wanted to deny and pretend it did not happen. The situation may have upset you and you may have felt sad. It may have happened a short time ago, or a long time ago. At first, it may be hard to remember. (Pause) Pay attention to all the feelings of NOT being able to accept this situation.

Now imagine being able to accept something that was once hard for you to handle. Imagine what your feelings are when you accept something, face a situation and handle it in a positive way. Notice the difference in being able to accept a situation and not being able to accept a a situation.

Now look at your favorite animal again. Tell him goodbye and see yourself leaving your special zoo. Come back into the classroom into your seat in this class. In a moment, you may open your eyes and draw a picture of your experience. You might want to draw a picture of yourself at the zoo, seeing the person who accepted you in your life. Perhaps you would like to draw yourself thinking about the situation that was hard to accept or you might choose to draw about a situation that you have gotten used to and feel better about.

As soon as you are ready, you may begin.

FINALE: Share drawings and discuss the visualization experience.

Keep in mind:

- Each experience will be different for each student.

ENCORE: Ask someone to tell you about a time that he/she was unable to accept a situation. Now close your eyes and picture the scene. Imagine that person accepting the situation and feeling good about it.

318

STAGE: ACCEPTANCE

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express directions for one visualization scene.
2. Given a list of visualization scenes, student will identify the scene representing the stage of acceptance.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:

   - calm down
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ACTION:

1. Discuss

   - How many of you have ever felt accepted by another person?
   - How can you tell when someone accepts you?
   - How many of you have ever not been accepted by other people?
   - How can you tell when you are not accepted?
   - How does that feel?
   - How many of you have had situations in your life that have been hard to accept?
   - How many of you have discovered that at some point, you are able to accept things that seemed impossible at first?

Today you will have an opportunity to experience acceptance in your imagination.

Note: This visualization will help students focus on personal issues and feelings concerning acceptance.

(Read Slowly)

As you begin to relax, perhaps you would like to close your eyes and get into a comfortable position.

There is nothing you have to do except listen to my voice. When you are quiet and ready, I will begin.

There are probably a lot of things that are on your mind. You might be thinking of places you would like to be, what you have done today, friends that you have talked with, what you will do when you get home, perhaps something that is bothering you or something that is happy for you today. As you are thinking, also take some time to check out how you are feeling. What is going on inside your body? Are you hungry or full, energetic or tired, relaxed or tense, happy or sad? Whatever is going on, pay attention to your experience.

As you are becoming aware of your thoughts and feelings, I invite you to imagine yourself somewhere out in nature. You might see yourself at the beach, up in the mountains, or in a field of wildflowers. Wherever you are, be comfortable by sitting and enjoying all the sights and sounds of your special place. As you begin feeling rested, you might notice someone walking toward you. As you turn around, you may be surprised to see someone who cares very much about you, someone you feel has accepted you for the person you are. Notice the way this person lets you know that they accept you--is it the way they look, the way they treat you or something else? Perhaps they want to share something about how they care about you. Listen to them and talk with them, if you wish. (Long pause)

When you are ready, you might be able to say goodbye to this person and watch as they walk down a path in the sunlight. As you turn around, you might be able to see someone that you feel has not accepted you the

320

way you would like. Perhaps it is someone you argue with or someone with whom you do not feel comfortable. As this person stands there beside you, share how you feel about not being accepted and tell them what you would like from them. When you are ready, say goodbye to this person and watch as they walk away.

Now get comfortable in your special place again and look up at the warm, sunny sky. As you relax, imagine a time in your life that was hard to accept. Perhaps it was a change in your life or a problem in a relationship with family or friends or an experience that you wanted to deny and not face for a while. It might have been a situation that caused you to feel angry or sad. Pay attention to these feelings you had when you were NOT able to accept what was happening.

Now imagine being able to deal with or accept something that was once hard to handle. Imagine what your feelings are when you accept something, face an experience in life and handle it in a positive way.

You may now want to look around your favorite place once again before coming back to this room. In a moment, you may open your eyes and draw a picture of your experience. You may want to draw a picture of your favorite place, seeing the people that are important in your life. Perhaps you would like to draw yourself thinking about the situation that was hard to accept or the one you have gotten used to and feel better about. You may begin as soon as you are ready.

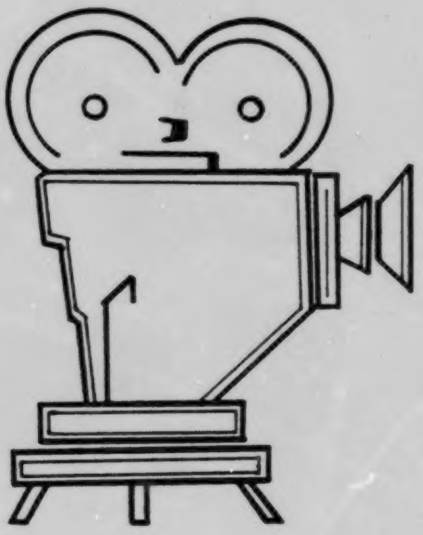
FINALE: Share drawings and discuss the visualization experience.

Keep in mind:

- Each experience will be different for each student.

ENCORE: Ask someone to tell you about a time that he/she was unable to accept a situation. Now close your eyes and picture the scene. Imagine that person accepting the situation and feeling good about it.

Section VII



Hope

The stage of HOPE is evidenced by a revitilization of energy. There is a renewed interest in old friends, the development of new friends, and the return of a sense of humor.

The lessons in HOPE develop an awareness of it as a stage. A review of all stages in the adjustment to change is presented.

STAGE: HOPE

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF HOPE

FOCUS:

1. Student will verbally express two situations demonstrating hope.
2. Given a list of situations, student will identify two that demonstrate hope.

PROPS: None

SCRIPT:

1. Review

   - denial (Act 5)
   - anger (Act 11)
   - bargaining (Act 17)
   - depression (Act 23)
   - acceptance (Act 29)

2. Read the following story, instructing students to listen for the character/s that are experiencing denial, anger, bargaining, depression and acceptance.

THE FALL

When he woke up, Roland found himself lying flat on his back underneath the tree. At first, he wasn't sure what he was doing there, but when he looked down at his leg, he realized what had happened. He suddenly thought how funny it was that his leg could look so crooked and twisted, yet not hurt him at all. He wondered how long he'd been unconscious. He looked up at the tree and saw the broken branch still hanging from the trunk. Out of the corner of his eye, he saw someone running toward him, but he couldn't get the muscles in his neck to turn to see who it was. He saw his mom's face looking down at him. Roland thought, "I hope she's not too mad about the tree," and said, "Sorry, Mom."

A week later, Roland was lying in a hospital bed with his leg in a heavy cast hanging in a sling. He still couldn't get his neck muscles to turn his head. He often fought back tears and wondered why that stupid branch had to break when he had been up in that tree a million times before without even a leaf falling off. Why had he gone up in that ugly, old tree anyway? Roland was scared that he might not ever be able to walk again. The doctor had not said anything to him except "Let's just wait and see how you're doing in a few more weeks, Partner." Roland shut his eyes and thought to himself, "Maybe if I go to sleep I'll wake up and this will never have happened, or at least I'll be able to walk again."

A month after the accident Roland left the hospital in a wheel chair. He still had his cast, but now he was at least able to move his head and legs. He was glad to be going home and getting out of that smelly hospital. He couldn't wait to have a good home-cooked meal. He had even promised the doctor he would do all the exercises they had given him every day if they'd just let him go home. When he arrived home, Roland's dad carried him into the family room and said, "Boy, are you heavy! You must have gained 10 pounds on that hospital food!" Roland and his dad laughed.

That afternoon, one of the teachers from Roland's school came by. She was going to be Roland's home teacher until Roland could return to school. After she left, Roland sat on the couch. He missed his friends, his teacher, and he even missed taking spelling tests. He looked around the room. There was nothing within his arm's reach. He couldn't do anything by himself. If he wanted the T.V. turned on, to go upstairs, or to eat something, he had to call his mom and then she would have to stop what she was doing to come help him. Roland closed his eyes and lay still, trying not to think about how helpless he felt.

Roland began to go stir-crazy after a month of being cooped up in the house. His parents rented an electric wheelchair and he began to go outside and play with the kids. He would put on his baseball mitt and catch with his best friend, Don. Afterward, Don would stand on the back of the wheelchair and Roland would ride them both to the corner store for an ice cream cone. On the days that Roland didn't go outside, he stayed in his room and concentrated on making his leg stronger. After his sixth week at home, Roland started back to school. He was still in his wheelchair, but at least he was with friends.

After twelve weeks passed, Roland went to the doctor to have his cast removed. He asked the doctor if his leg would be normal. "It's hard to say, Roland," said the doctor. "You might have a limp, or it may heal perfectly. It was a serious injury. We just have to wait and see. You will need to keep seeing the physical therapist and doing the exercises to make your leg strong again." "Okay. I'll be here every Monday and Wednesday afternoon," answered Roland.

Roland's mom helped him into the car and put the wheelchair in the back seat. "Well, Pal, where would you like to go--the clothes store, the toy store, or home?" she asked. "I'd really like to go to the library," replied Roland. "Don said he saw a book about a guy who got injured when he was young, and the doctors told him he would never be able to walk again. He kept exercising and became an Olympic runner." Roland's mom looked over at her son. Smiling, she said, "The library it is! I think I've heard about that book too."

3. Using the story as a reference point, discuss with students the following questions:

   - How did Roland experience denial?
     (When he looked at his leg, all twisted and crooked, it did not hurt him at all.)

   - How did Roland experience anger?
     (He often fought back tears of anger.)

   - What bargain did Roland make?
     (He promised the doctor he would do all the exercises every day if he would just let him go home.)

   - How did Roland experience depression?
     (Trying not to think about how helpless he felt, Roland lay still on the couch with his eyes closed.)

   - How did Roland experience acceptance?
     (He began to bear with the situation and get involved again with his friends.)

4. Discuss

- Today we are going to learn more about the way Roland was feeling at the end of the story. This feeling is often called HOPE.

HOPE is a feeling that things will, in some way, work out.

ACTION: Read the following story and instruct students to listen for who is experiencing hope and what situation has caused the character to feel hopeful.

THE FISHING TRIP

Johnny Edwards snuggled under his covers. It was Saturday morning and the sun was shining. A crow had been cawing outside his window in a Eucalyptus tree. Usually Johnny bounded out of bed on Saturdays to watch T.V. while his mother prepared breakfast. His favorite was blueberry muffins, cocoa and scrambled eggs, in that order. On this particular Saturday, though, Johnny had decided to stay in bed. He had a lot to think about. Today, his mother, Mrs. Ewing, was visiting his Aunt Mildred, who lived 75 miles away. She had left the night before and would be gone until Saturday evening.

This would be Johnny's first day completely alone with his stepdad. Johnny had pretty much accepted his parents' divorce and his mom's marriage to Harold Ewing. Two weeks before the wedding, Harold had sat down with Johnny and together they decided that Johnny would call his stepdad Harvey.

Now that today would be Johnny's first complete day alone with Harvey, Johnny wondered what they would talk about. Usually, his mom was there and he didn't have to think about things that would interest Harvey. Just then, Johnny's stomach growled. He was hungry. He wondered if Harvey could make blueberry muffins. He didn't think so. Johnny was thinking that he might just make himself some cereal and started to get out of bed when there was a knock on the door.

"Johnny?" called his stepdad. "May I come in?"

Johnny took a deep breath and thought, "Here it goes!"

"Sure, Harvey."

Harvey walked into the room and sat on Johnny's bed.

"Been listening to those noisy crows this morning? Those birds woke me up about an hour ago. I didn't want to wake you, though."

Johnny didn't say anything. He felt like someone had put a lead weight on his tongue. He wondered if he would ever be able to say a word again. His stomach growled.

"Are you hungry?" asked Harvey.

"No, not much," said Johnny, afraid that Harvey would not be able to cook. He did not want to embarass Harvey. But his stomach growled again.

"Well, I am!" said Harvey. "Unfortunately, I'm not much of a cook."

"That's okay," said Johnny. "I can wait until Mom gets home."

"Johnny," said Harvey, laughing hard, "your mom won't be back until six o'clock! By then, we'll look like two bean poles!"

Even Johnny had to laugh at that thought.

"So," said Harvey, "I thought I'd take you to that pancake restaurant down the street. You know, Patty's Pancakes."

Johnny knew that the real name of the restaurant was Polly's Pancakes, but he still did not want to embarrass his stepdad by correcting him.

"Then, I was thinking that we might go down to the lake and fish. What do you say?"

Johnny could hardly believe his ears. Fish! How could Harvey know that fishing was his favorite thing to do in the whole world besides eat blueberry muffins! Johnny had not been fishing for two months. That was the last time he had been able to visit his dad in the northern part of the state. His dad was a great fisherman and Johnny was looking forward to his next vacation to go deep sea fishing with him.

"Sure, Harvey, that would be fun," said Johnny.

The two of them got dressed, ate six blueberry pancakes each at Polly's Pancakes, and with groans instead of growls, started off for the lake. During the warm afternoon, Harvey caught two fish. Johnny had had no luck at all and was beginning to get bored. Suddenly there was a tug on his line. A hard tug.

"Harvey!" Johnny screamed. "I think I got a big one!"

Harvey helped by coaching Johnny; and, within ten minutes Johnny reeled in the biggest trout he had ever caught.

"What a great dinner for us tonight, John," grinned Harvey as he took the wiggling fish off the line. "I'm proud of you."

Johnny felt his chest swell. That was the first time anyone had called him John and the first time his stepdad had told him he was proud of him.

"Well, looks like we caught all we're going to catch for one day," said Harvey. "What do you say we clean up my two guppy-size fish and take care of the monster you caught and head on home. Your mom will be back soon."

"Sure, Harvey," said Johnny, thinking about the smile he would see on his mom's face when she saw his big fish. He looked at his stepdad and realized he had really enjoyed his day.

"Say, Harvey," Johnny said in a soft voice. "I hope we can do this again sometime."

"You bet," said his stepdad.

FINALE: Discuss the story using the questions below as a guide.

Keep in mind:

- We all experience the stage of hope.
- We all experience the stage of hope differently.
- Hope is not "good" or "bad."

Questions:

- What stress is Johnny feeling at the beginning of the story?
- How does Johnny feel about his mom's new marriage?
  (accepting, yet unsure)
- What suggestion by Harvey helps Johnny get off to a good start?
  (fishing trip, going out to breakfast)
- How does Johnny feel at the end of the story?
  (hopeful)
- Have you ever had a day when you were worried and thought it was going to be terrible and it ended up being great or okay?

ENCORE: Notice the different ways people experience hope.

STAGE: HOPE

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF HOPE

FOCUS:

1. Student will verbally express two situations demonstrating hope.
2. Given a list of situations, student will identify two that demonstrate hope.

PROPS: Script - Play #1

SCRIPT:

1. Review
    - denial (Act 5)
    - anger (Act 11)
    - bargaining (Act 17)
    - depression (Act 23)
    - acceptance (Act 29)
2. Read the following story, instructing students to listen for the character/s that are experiencing denial, anger, bargaining, depression and acceptance.

JONATHAN'S BIG BROTHER

Ten-year-old David Reynolds sat on the couch in the living room of his home watching as his six-month-old brother, Jonathan, smiled back at him from his infant seat. He was thinking about what his mother had told him several days before. He knew it couldn't be true because it just didn't make any sense. How could such a tiny and adorable baby be "handicapped?"

"Mom," said David, "I'll bet what Dr. Cotler told you is wrong. Let's take Jonathan to another doctor."

"Honey, we have already taken Jonathan to a lot of doctors. Now it's time to face the situation--Jonathan may never be able to walk or talk."

"But, it's not fair!" yelled David angrily. "Why did it have to happen to Jonathan? Why couldn't it have happened to someone else's baby?"

"It's hard to know exactly why all this happened," said Mrs. Reynolds. "Do you think there is a 'reason'?"

"I don't know," answered David. "But if you and Dad and I promise to do everything Dr. Cotler says, then, maybe Jonathan will not be handicapped when he grows up!"

"Well, if what all the doctors have told us is true, then, that's probably impossible," replied Mrs. Reynolds as she looked into David's big brown sad eyes.

"Doctors aren't always right, you know," said David. "They can make mistakes, too!"

"Well, David, when so many doctors agree, it's not likely that they are wrong," replied Mrs. Reynolds. "How about going for a bike ride? Some warm sunshine and fresh air will make us feel better. I'll put Jonathan in the carrier on my bike and you can ride the ten-speed."

"No, I think I'll just go upstairs to my room," answered David. "I just feel like being alone."

David stayed in his room for several hours, thinking about Jonathan and wondering why all of this had to happen. He skipped dinner and a favorite T.V. show that he usually never missed.

"Hi, Honey," said David's mom as she peeked her head around David's bedroom door. "I brought you a snack... just in case your stomach started growling for food."

"I'm still not hungry," said David.

"I'll leave it on your desk in case you change your mind," said his mom.

Mrs. Reynolds sat down by David on the bed. She smoothed back some of the hair from his face and smiled. David put his head on his mom's lap and stared off into space. They sat together in silence for a long time...long enough for David to fall asleep. Before Mrs. Reynolds left the room, she pulled the covers over David, kissed him and turned out the light.

"Mom," said David while he ate a piece of toast at breakfast the next morning. "I thought about a lot of things last night and now I think I know why Jonathan is handicapped."

"What have you figured out?" asked his mom.

"Well, things just happen," said David. "There isn't any reason for it--it just happens. It's like when our cat got hit by a car, and we had to have her put to sleep. It wasn't anybody's fault. It just happened."

"That's exactly what I think, too, David," said Mrs. Reynolds. "I also think you're accepting all of this very well. You must feel pleased with yourself."

"I feel much better than I did yesterday," he answered as he gathered his books and opened the door to leave for school. "Besides," he added as he ran back to kiss his mom goodbye, "some new medicine might be discovered that will make Jonathan all better!"

3. Using that story as a reference point, discuss with students the following questions:

   - How did David experience denial?
     (David knew what his mother had told him couldn't be true; he thought Dr. Cotler was wrong.)

   - How did David experience anger?
     (David yelled angrily, "It's not fair!")

- What bargain did David think of?
  (David wanted his parents to make a bargain with him to promise to do everything the doctor said so that Jonathan would not be handicapped when he grew up)

- What was depression like for David?
  (David didn't go on a bike ride with his mom; spent hours alone in his room; would not eat and skipped watching his favorite T.V. show)

- How did David experience acceptance?
  (David put his head on his mom's lap and stared off into space; he and his mom sat silently together for a long time)

Discuss:

- Today we are going to learn more about the way David was feeling at the end of the story. This feeling is often called HOPE.

  HOPE is a feeling that things will in some way work out.

ACTION: 1. Read the following story and instruct students to listen for who is experiencing hope and what situation has caused the character to feel hopeful.

THE PUPPY

Mrs. Browning walked in the door of her house carrying a little black and white puppy in her arms. The puppy was squirming, trying to get free.

"You're a frisky little fellow, aren't you?" said Mrs. Browning.

The puppy looked at her with soft brown eyes and gave a yelp.

"Oh, no! You're going to be noisy, too?" she sighed as she placed the little dog on the floor and watched him sniff around his new home.

Just then the front door screen slammed and Kari bounded in the living room dropping her school books on the floor.

"What are you doing?" asked Mrs. Browning.

"I had three chocolate milks at lunch today because Mary Jane and Kelly hate chocolate milk and I have to go to the bathroom!" yelled Kari as she hurried down the hall.

"When you come back, I have a surprise for you," said her mom picking up the school books and placing them on the kitchen shelf.

In a few minutes Kari came into the living room. "What surprise?" she asked as she looked around the room. "Wait! What? Who is this?" she squealed with delight as she discovered the little puppy who began chewing on Kari's new rainbow shoelaces. "He is adorable! Who does he belong to? What is his name? Can we keep him for a while?" Kari was full of questions.

"Kari, just be patient for a moment!" sighed Mrs. Browning. "First of all, his name is Charlie; and, if things go right, he may just be ours for keeps."

"What do you mean IF things go right, Mom?"

"Well, Kari," Mrs. Browning answered as she sat on the living room couch and began to pet the soft hair under Charlie's chin. "It depends on Kevin. I don't know how he will react to having a new dog."

"Mom, Buster got killed over six months ago. I think Kevin accepts what happened. I know, for a while, he didn't want to talk about what happened. Then he felt guilty and moped around a lot, but I think he's feeling okay now. Can't we keep him, pleeeeease?"

"Hush, Kari, I hear Kevin coming in the front door. Cross your fingers!"

"Hi, Mom," said Kevin as he walked into the living room. "You would not believe my teacher today--I have hours of homework tonight! The only good part is that she let us pick our own topic for the social studies report and I am going to do a paper on...SAY, what's that dog doing in here?"

"Kevin!" hurried Kari, he is OUR NEW DOG! Isn't he adorable? His name is Charlie. Don't you just love him? Come here and see him. He is so-ooo cute and cuddly!"

"Kari, relax!" said Mrs. Browning frowning at her eager daughter. "Kevin, one of the ladies at work was going to take him to the pound. He is the last in a litter of puppies that her dog had about two months ago. I thought you might like to take care of him."

"No, thanks," said Kevin as he walked down the hall to his bedroom and closed the door.

"I thought that might happen," said Mrs. Browning as she scooped up the puppy and took him to the garage where she and Kari prepared a little bed and gave him some puppy food. The family ate a quiet dinner and the children did their homework and got ready for bed.

In the middle of the night, Kevin was aware that there was someone yelling in his dream. He tossed and rolled over trying to make the noise go away. Then he sat up. It was not a voice in his dream--that noise was coming from somewhere in the house! Kevin shivered as he put on his bathrobe and slippers. He crept quietly out of his bedroom, not wanting to awaken his mother and sister. He walked into the kitchen and turned on the light. He looked around carefully and then it dawned on him. "It's that dumb dog! He woke me up." Kevin walked over to the door to the garage and opened it preparing to yell at the little dog. "Why don't you..." Kevin started, and then stopped. The little puppy was looking up at him with the biggest, saddest eyes Kevin had ever seen. Charlie had stopped whining and yelping and began to wag his tail.

"Are you lonely, little fellow?" asked Kevin quietly. "First time in a new place?" He picked up the puppy and held him close. He could feel the puppy's heart beating. "Are you scared?"

Kevin was about to put the puppy down when he remembered a story he had read in his class about placing a ticking clock near a new kitten or puppy to sound like the mother's heartbeat. Kevin looked on the shelf over the washing machine. There was his old alarm clock! He wound the clock and tucked it in a towel he found in the dryer and placed it beside the puppy.

"There, now, that ought to make you feel better. I'll check on you in the morning."

The next morning seemed to come too fast for Kevin. His new clock radio blared a new song by DEVO and he groaned. Kevin started to roll over when he remembered the puppy, and, instead, he jumped up to see how Charlie had finished the night.

As Kevin opened the door to the garage and turned on the light, the little puppy looked at him with sleepy eyes and wagged his stubby tail.

"I bet you have to go outside, don't you!" Kevin reached for the leash that had once belonged to Buster. It was not there. Then, memories flooded his thoughts. At first, remembering his other dog, he felt his heart skip a beat. Then, Kevin relaxed and looked at the new puppy.

"I've learned a few lessons in the last few months," said Kevin to himself. "The first lesson is that when there is no leash, I will take you in the back yard and not let you out in the front! Come on, Charlie, it's time you get used to your new home."

FINALE: Discuss the story using the questions below as a guide.

Keep in mind:

- We all experience the stage of hope.
- We all experience the stage of hope differently.
- Hope is not "good" or "bad".

Questions

- What was Kari's reaction to the new dog?
  (delight, excitement)

- What was Kevin's reaction to Charlie?
  (no interest, ignored Charlie)

- Why do you think Kevin reacted the way he did?
  (did not want a reminder of his dog, Buster; reaction was different than Kari's because he had felt responsible for Buster's death)

- Do you know of some examples where people may have accepted a change and yet still have difficulty looking forward to getting involved?
  (Kevin finally accepted his dog's death, yet was reluctant to get involved with the new dog--someone might accept divorce, yet be reluctant to get involved with a stepparent for a while.)

- At what point did you feel Kevin had hope and involvement in the future with the new pet?

- What had Kevin learned?

ENCORE: Notice the different ways people experience hope.

EPILOG:

1. Read Play #2 concerning hope. Instruct students to listen for the characters in the play who are experiencing hope, what situation caused the character to feel hopeful, and how each character experiences hope.

2. Select students to play each part and perform the play.

3. Using the questions below as a guide, discuss the play.

   - What changes have happened in Jackie's life?
     (parents divorcing, father remarrying)

   - Regarding her family life, in which stage is Jackie at the beginning of the play?
     (unsure about accepting the remarriage of father)

   - What day is it for Jackie?
     (Friday, Jackie's birthday)
     What stages is she experiencing?
     (Denial: Jackie can hardly believe that people have not remembered her birthday.)
     (Anger: Jackie leaves her friends, feeling close to tears.)
     (Depression: Jackie sits in the car and does not say a word.)

   - What event changes things for Jackie?
     (a surprise party for her)
     Who planned the party?
     (Karen)

   - How do you think Jackie feels at the end of the story?
     (hopeful, happy)

   - Have you every had a day when everything started out the way Jackie's did?

   - Did something happen to help make it a better day?

PLAY #1

CHARACTERS: JACKIE LUCY MATT
SHAWN MRS. KAREN HENDERSON (stepmom) MR. HENDERSON (dad)
NARRATOR

NARRATOR: Today is Friday and the last school bell has just rung. Jackie Henderson is looking for her friends. Even though it is Friday afternoon and Jackie's birthday, she is feeling sad. All week long Jackie lives with her mom. On Fridays after school, Jackie's dad and new stepmom pick Jackie up and she stays with them for the weekend. Jackie has just begun to accept her new stepmother, but she is not quite sure yet how she feels about her new family. She is particularly sad today because no one seemed to remember her birthday except her mom, who made Jackie a special breakfast of French toast and strawberries and gave her a new blue skirt and blouse. Last week, Jackie had told some of the kids in her class that her birthday was coming up on Friday. Shawn, a boy in her class that Jackie likes and has known for four years, showed no signs of remembering and even Lucy, her best friend, did not wish her happy birthday. Jackie has looked up just in time to see Shawn walking around the corner with his friend Matt.

SHAWN: Hi, Jackie! How are you doing today? Boy, that math test was hard, wasn't it? How do you think you did?

JACKIE: Okay, I guess.

MATT: What's the matter, Jackie? Are you going to your dad's today?

JACKIE: I guess so.

SHAWN: We're going down to the soda shop for some ice cream and then we're going to play baseball at the park with a bunch of the kids.

MATT: Do you think you can come? Afterward, we're going to my house for a popcorn party.

JACKIE: No, I have to go to my dad's. I better go now. See you later.

NARRATOR: Jackie, close to tears, leaves her two friends, thinking everyone was going to have a great afternoon and evening except for her! And it was her birthday, too!! Her friend, Lucy calls to her.

LUCY: Hey, Jackie! What's the matter? Are you crying?

JACKIE: No, I'm NOT crying!

LUCY: Jackie, I'm sorry I can't spend the night with you. I know it's your birthday, but I left your present on my dresser this morning. I feel terrible. I'll bring it to you next week, okay?

JACKIE: Don't worry about it, Lucy.

LUCY: I wish I could stay and talk, but I'm in a huge hurry. Have a good weekend with your dad and I'll see you Monday morning, okay?

JACKIE: Yeah, okay.

NARRATOR: Jackie walks to the curb where her dad's green station wagon is waiting. She looks in the car and sees only her stepmom. She can't believe that her dad is not there on HER BIRTHDAY! It's all Jackie can do to walk to the car and force a smile. She is thinking that this just might be the second worst day in her life, the first worst being the day her parents decided to separate.

MRS.HENDERSON: Hi, Jackie! Happy Birthday, Honey!

JACKIE: Hi. Thanks for picking me up.

MRS.HENDERSON: Sure. I'm sorry your dad isn't here. He had to finish some business at the office and asked me if I would pick you up. I hope you're not too disappointed.

JACKIE: That's okay. I know Dad is busy this time of year working on people's taxes. It was always that way, when he was home. I mean...

MRS. HENDERSON: Don't worry, Jackie. I can imagine how hard it is for you now that your dad lives in a different house with a different person. I just want you to know I care about your dad and I care about you very, very much. I hope sometime soon we'll get to be good friends.

JACKIE: Sure. Thanks.

MRS. HENDERSON: Jackie, I thought we could go shopping, maybe for a new skirt or dress or something. There's David's Department Store. Let's shop there.

NARRATOR: The last thing Jackie wants to do is look for clothes. She wants to see her dad or call her friends or be anywhere else in the world except where she is. Since she does not really want to find anything, and doesn't show any interest in what her stepmom has her try on, they finally leave the store without buying anything. Mrs. Henderson drives home while Jackie sits in the car, not saying a word. Mrs. Henderson drives into the driveway of their yellow and white house and the two walk up to the house together. Jackie notices that the door is open. Maybe her dad is home now!

MR. HENDERSON
SHAWN
MATT
LUCY: SURPRISE!! SURPRISE!!

JACKIE: What's going on?!

LUCY: It's a surprise party for you, silly! Did you think we had all forgotten your birthday?

MATT: You thought we were going to play baseball!!

SHAWN: And have a popcorn party without you!

MR. HENDERSON: Happy Birthday, Sweetheart. I'm sorry I couldn't pick you up after school. I had the van and met your friends around the corner from the school. We were so afraid you were going to see us!

LUCY: I almost gave away the whole thing this morning during reading. I was going to ask you if there was anything besides my sleeping bag I needed to bring! Me and my big mouth almost ruined everything!

JACKIE: I can't believe this! Dad, thanks a lot. I can't tell you how great this is!

MR HENDERSON: You're welcome, Honey. I want you to know that it was Karen who planned everything. She called your mom and the two of them talked about who to invite. In fact, your mom called a few minutes ago to see how everything was going. I told her I'd have you call her as soon as you got here.

JACKIE: Thanks, Karen. I really do appreciate this party and all your hard work!

MRS. HENDERSON: It was hard to take you shopping when I knew you wanted to do something else. I hope you'll forgive me!

JACKIE: Forgive you? I think you're great!

MRS. HENDERSON: Well, Jackie, go give your mom a call and we'll get the party started. Wait until you see the cake!

LUCY: And the balloons in the family room!

MATT: And all our presents!

SHAWN: Yeah, I got you a...

MRS. HENDERSON: Don't tell her yet, Shawn. Let Jackie have a few more surprises!

JACKIE: This whole day has been one big surprise! You've made this a great birthday!

MR. HENDERSON: Well, get going, Shortcake. We'll be in the family room waiting for you. In fact, you two boys come with me. We'll get the tent set up in the backyard for the campout!

JACKIE: Karen, after I call mom, I'll come and help you in the kitchen, okay?

LUCY: Me, too! I'll light all those candles!

MRS. HENDERSON: Okay, girls. See you in a minute.

STAGE: HOPE

SCENE: TO DEVELOP AWARENESS OF HOPE

FOCUS:

1. Student will verbally express two situations demonstrating hope.
2. Given a list of situations, student will identify two representing hope.

PROPS: Drawing paper, crayons, marking pens

SCRIPT: Discuss

- Hope enables us to see the good things that might happen from a change we at first did not like.
- It often takes a long time before we feel hopeful.
- This waiting period (before we feel hopeful) is the time we often experience the stages of denial, anger, bargaining, depression and acceptance.
- What might a person feel hopeful about if one of the items from the stress survey happened to him/her?

Examples:	getting braces	- beautiful straight teeth
	getting "special" help at school	- read better; do better in math; higher grades
	serious injury	- learn how to take better care of self; learn how to avoid accidents
	death of someone special	- grateful to have had the person as a friend/relative; glad to have shared time with person; happy to know all that the person taught us; perhaps, if person was ill or in pain, we may feel thankful that he/she no longer is suffering

ACTION: Instruct student to:

- Draw a picture of three situations that were hard to accept or that she/he wish had not happened.
- Write a sentence under each drawing about something that might cause student to feel hopeful about the situation.

FINALE: Ask student to share drawings.

ENCORE: Notice the good things that happen from changes that at first you did not like.

STAGE: HOPE

SCENE: TO DEVELOP AWARENESS OF HOPE

FOCUS:

1. Student will verbally express two situations demonstrating hope.
2. Given a list of situations, student will identify two representing hope.

PROPS: Paper, pens

SCRIPT: Discuss

- Hope enables us to see the good things that might happen from a change we at first did not like.
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Examples:

getting braces - beautiful straight teeth

getting "special" help at school - read better; do better in math; higher grades

serious injury - learn how to take better care of self; learn how to avoid accidents

death of someone special - grateful to have had the person as a friend/relative; glad to have shared time with person; happy to know all that the person taught us; perhaps, if person was ill or in pain, we may feel thankful that she/he is no longer suffering

ACTION: Instruct student to

- List on paper three situations that were hard to accept or that she/he wish had not happened.
- List something that might cause hope next to each of the three situations.

FINALE: Ask students to share papers.

ENCORE: Notice the good things that happen from changes that at first you did not like.

STAGE: HOPE

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express directions for one visualization scene.
2. Given a list of visualization scenes, student will identify the scene representing the stage of hope.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:
   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles

   (Refer to Act 4 for more information.)
2. Review visual imagery
   - It is similar to a daydream

   (Refer to Act 10 for additional information regarding visual imagery with students.)

ACTION: Discuss

- What is hope?
  (a feeling that things will in some way work out)
- What kind of feelings might people have when they are hopeful?
  (happy, good, positive feelings)

Today you will have an opportunity to experience hope in your imagination.

Note: This visualization will help students focus on personal issues and feelings concerning hope.

(Read Slowly)
As you begin to relax, I invite you to think of a place out in nature, perhaps a place where you have been camping or hiking, or a place that you would like to make up in your mind right now. Imagine a place that is fresh and clean and the air seems crisp and clear. (Pause) On the count of three, take a deep breath of cool air. One...two... three. Breathe deeply and hold it. Now let all the tension and worries of your day come out with a big sigh. Again, take a deep breath of the clean, peaceful air. One...two...three and hold it. Now breathe out with a sigh.

As you relax further, you may be able to imagine yourself on the edge of a wonderful magic forest. (Pause) As you look into this forest, you might be able to see leafy green trees, and smell pine in the air. You might hear birds singing and chirping while feeling the warmth of the sun on your happy face. See yourself entering the magic forest. There is a path in front of you that takes you through the welcoming trees. As the sunlight dances on the path in front of you, you may be able to notice little squirrels and rabbits scampering in the bushes. Now, as you come to the center of the forest, you might be able to see a beautiful pine tree. This tree is very tall and might look like a huge Christmas tree. Many colorful little birds have made their nests in its branches. You might want to go up and touch the tree. You may notice how solid a tree it is as it welcomes you to the forest. On one of the branches, very low to the ground, you may notice something shining in the sun. As you reach for the branch, you might be able to find a sparkling wand to hold in your hand. You know now that you have found a magic tree that has given you a special gift. I don't know if your wand is gold, silver, or any special color. Take the wand in your hand and wave it in the air. As you wave your wand, watch as the magic tree begins to gently wave its branches in the air. You may be surprised for just a moment when you hear a warm and calm voice come from the magic tree. The tree voice tells you that you have entered the magic forest and found the magic wand; you may have three wishes.

Listen as the tree voice tells you that you may make any wish about your family that is important to you. Imagine what you would like for your family. Perhaps your wish will be to have more of a special feeling, more time together, or something else. Let your mind and heart make your family wish now. (Pause)

Now listen as the magic tree voice tells you to make a second wish. This time you may make a wish for yourself. Perhaps you would like to be happier, or visit someone that is special to you, or think about what you might want to be when you grow up. Let whatever is important to you about yourself come into your mind now and make a wish just for you. Take a moment and let your imagination tell you your wish. (Pause)

As you finish making your second wish, listen again as the magic tree tells you that the third wish may be anything you want it to be. Perhaps it will be about something you want, or it may be a big surprise wish that you have deep inside of you. You might say to yourself, "If I could wish anything at all, it would be..."

Now, as you finish your third wish, you know it is time to come back out of the magic forest. You may bring the wand with you or leave it on the branch of the magic tree, knowing you can come back and find it whenever you wish. See yourself walking back down the path in the forest, looking at the beautiful sunny day and feeling excited inside.

In a moment, when you are ready, picture yourself back in this room, remembering your journey to the magic forest, the tree and your three wishes. Take a deep breath. Hold it. As you breathe out, open your eyes. (Pause and wait) You might want to stretch, and, in a moment, you may draw a picture about your visit to the forest. Let your imagination draw whatever you saw and experienced. You may begin as soon as you are ready.

FINALE: Share drawings and discuss the visualization experience.

Keep in mind:

- Each experience will be different for each student.
- It is fine if a student did not make any wishes or made only one or two.

ENCORE: Ask someone to share with you a time she/he felt hopeful about a particular situation. Close your eyes and imagine the scene. Are you feeling as hopeful as that person did?

STAGE: HOPE

SCENE: TO DEVELOP ABILITY TO DEAL WITH STRESS THROUGH THE USE OF VISUAL IMAGERY

FOCUS:

1. Student will verbally express directions for one visualization scene.
2. Given a list of visualization scenes, student will identify the scene representing the stage of hope.

PROPS: None

SCRIPT:

1. Review how relaxation techniques help us to:

   - calm down
   - feel in control of self
   - think more clearly
   - relax muscles

   (Refer to Act 4 for more information.)

2. Review visual imagery

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   (Refer to Act 10 for additional information regarding visual imagery with students.)

ACTION: Discuss

- What is hope?
  (a feeling that things will in some way work out)
- What kind of feelings might people have when they are hopeful?
  (happy, good, positive feelings)

Today you will have an opportunity to experience hope in your imagination.

Note: This visualization will help students focus on personal issues and feelings concerning hope.

(Read Slowly)
As you begin to relax, I invite you to get into a position that is comfortable for you. Perhaps resting your head on your arms or closing your eyes would be very relaxing right now. Take a deep breath as I count to three. One...two...three. Breathe in deeply all the relaxation and restfulness you would like. Hold it. Now breathe out all the tension and worries of the day. See them float into the air. Take another breath. Hold it. Now breathe out and release the air and tension.

As you relax further, I invite you to visit a magic forest. Perhaps you can see yourself as you stand on the outskirts of the forest. There is a smell of pine trees and the forest is filled with beautiful green trees that are swaying gently in the breeze. As you stand on the outskirts of the forest, you might notice a feeling of excitement, as if the forest holds a special secret for you to discover. Enter the forest as slowly or as quickly as you would like. You might want to touch the rough brown bark on the trees or take a moment to notice the golden sunlight on the path in front of you. (Pause) You might be aware of a welcoming feeling in the forest, as if this is your own magical place. You might notice music from birdsongs in the air. Perhaps you would like to dance, or run, or walk slowly along the pathway. Do whatever is comfortable for you. As you move along, notice the little clearing ahead that looks like a wonderful resting place. I invite you to go to that space and sit. See yourself leaning your body and head against a strong pine tree. Take a peek behind the bushes and trees and watch as the little furry gentle-eyed squirrels and rabbits watch you with care and interest.

Begin to notice the feeling you have of absolutely belonging in this forest. As you are noticing all the wondrous sights and sounds, you might be able to catch a glimpse of something shining beside you.

As you reach out your hand, you find a golden piece of pottery that resembles a teapot. You might be surprised when you realize it is a genie's lamp, like the one in the Aladdin fairy tales. You know within you that if you rub this magic pottery, a smoke will come from the spout and a magic genie will appear. Rub the pottery now and watch the color of the smoke coming from inside the lamp. Your smoke may be yellow or purple or green or blue or a bright white. You may hear a sound as the smoke whirls through the air and feel astonished as a genie appears in front of you. I don't know what your magic genie looks like. He or she may be tall or small, smiling or serious. Notice how your genie is dressed and the colors of the clothes the genie is wearing. Notice your genie's happy and twinkling eyes. As he/she smiles, you feel accepted and cared for.

Listen as the genie tells you that, since you have rubbed the lamp and brought him/her into your forest, you may make three wishes. You are told to think about your three wishes carefully. First, he tells you to make a wish about your family. I don't know what that wish might be for you. Perhaps it is to have more of a special feeling, perhaps more time, perhaps more relaxed moments of doing things together. The genie tells you to get a picture in your mind of the greatest hope you have for your family.

Now it is time for the second wish. The genie tells you to think about yourself and what you would like to be in your life. Perhaps you would like to be a writer, an artist, a parent, a doctor or perhaps you might like to work with animals. Picture some of the things you would most like to be.

Now the genie tells you that you may make your third wish about whatever is important to you. You may wish for anything your mind and heart desire. You may be surprised as you realize your third wish. (Pause) As soon as you make this wish, the genie tells you that he will work very hard with you to make your hopes and dreams come true. Listen as your genie says goodbye to you and watch as he/she turns back into colored smoke and vanishes into the golden lamp. You may want to bring the lamp with you or leave it in the forest, knowing you can go back and get it again any time you wish. Now you know it is time to leave the magic forest. See yourself getting up and walking happily back down the path. You might want to take one more look at the beauty surrounding you and remember your three wishes.

In a moment, when you are ready, see yourself in this room. Pay attention to your feet on the floor and notice that part of you that wants to move and stretch. Take in a deep breath and hold it. As you breathe out, you may open your eyes, and, if you would like, draw a picture of the magic forest, the genie, your wishes or whatever your imagination saw. You may begin as soon as you are ready.

FINALE: Share drawings and discuss the visualization experience.

Keep in mind:

- Each experience will be different for each student.
- It is fine if a student did not make any wishes or made only one or two.

ENCORE: Ask someone to share with you a time she/he felt hopeful about a particular situation. Close your eyes and imagine the scene. Are you feeling as hopeful as that person did?

STAGE: HOPE

SCENE: TO REVIEW STAGES OF DENIAL, ANGER, BARGAINING, DEPRESSION, ACCEPTANCE AND HOPE

FOCUS:

1. Student will verbally express two characteristics of each stage.
2. Given a list of stages and characteristics, student will match the appropriate characteristics to each stage.

PROPS: Stages Situation Cards
Bell

SCRIPT:

1. Divide class into two teams.
2. Students from each team (two at a time) face each other (with bell in reach of both students).
3. Director reads a Stages Situation Card.
4. First student to ring bell gives answer by identifying stage.
5. If student gives correct answer, team scores 2 points.
6. If student gives incorrect answer, the opposing student may choose to answer or pass.
7. If neither student rings bell or answers correctly, save Situation Card and repeat again later.
8. Repeat process with second student from each team

SCORING:
2 pts. = correct answer first time
1 pt. = correct answer opponent misses
0 pt. = pass
-1 pt. = incorrect answer

ACTION: 1. Play "Name That Stage".

FINALE: Review and discuss with students Situation Cards not answered correctly.

ENCORE: Think of real life situation similar to a situation from the Situation Cards. Resolve this situation using one or more of the resources learned.

ANSWERS TO STAGES SITUATION CARDS

1. Acceptance
2. Denial
3. Bargaining
4. Depression
5. Anger
6. Denial
7. Anger
8. Denial
9. Depression
10. Bargaining
11. Anger
12. Acceptance
13. Bargaining/Denial
14. Depression
15. Denial
16. Acceptance
17. Anger
18. Hope
19. Hope
20. Hope
21. Hope

STAGES - SITUATION CARD #1

JODY WAS PLAYING TETHERBALL WHEN THE NEW STUDENT, PETER, WALKED UP TO HER AND SAID, "WHAT'S THAT BIG RED BLOTCH ON YOUR ARM. SURE LOOKS FUNNY." JODY ANSWERED, "OH, THAT'S JUST MY BIRTH MARK. AFTER YOU GET TO KNOW ME BETTER, YOU WON'T EVEN NOTICE IT."

WHAT STAGE IS JODY IN? (ACCEPTANCE)

STAGES - SITUATION CARD #2

DAN WAS AT THE OPTOMETRIST'S OFFICE. THE DOCTOR CAME OUT AND TOLD HIM HE WAS NEARSIGHTED AND WOULD HAVE TO WEAR GLASSES. DAN SAID, "NOT A CHANCE, THERE'S NOTHING WRONG WITH MY EYES."

WHAT STAGE IS DAN IN? (DENIAL)

STAGES - SITUATION CARD #3

MELISSA OPENED THE HUTCH AND PICKED UP THE CRYSTAL VASE THAT HAD BELONGED TO HER GREAT-GRANDMOTHER. WHEN THE PHONE RANG, IT STARTLED HER AND SHE DROPPED THE VASE. THE VASE BROKE INTO FRAGMENTS OF GLASS AND HER TEARS IMMEDIATELY RAINED ON THE VASE. WHEN HER MOTHER CAME HOME, MELISSA RAN TO HER IN TEARS. "MOM, I'M SORRY, I DIDN'T MEAN TO, MOM. YOU CAN LOCK ME IN MY ROOM FOR TWO WEEKS. I WON'T EAT FOR A MONTH AND YOU CAN BUY A NEW VASE WITH THE MONEY FOR THE FOOD."

WHAT STAGE IS MELISSA IN? (BARGAINING)

357

STAGES - SITUATION CARD #4

BRAD CAME HOME WITH HIS REPORT CARD FULL OF B'S AND C'S. HE GAVE IT TO HIS MOTHER AND WALKED SLOWLY TO HIS ROOM. HE WANTED TO CRY, BUT THOUGHT HE WAS TOO OLD. HIS MOM CAME IN TO TALK WITH HIM. "HONEY, I JUST WANT YOU TO KNOW HOW HAPPY I AM WITH THE IMPROVEMENT YOU'VE MADE IN YOUR GRADES." BRAD LOOKED UP. "I TRY SO HARD AND STUDY SO MUCH. WHY CAN'T I EVER GET A'S? I MUST BE DUMB."

WHAT STAGE IS BRAD IN? (DEPRESSION)

STAGES - SITUATION CARD #5

THE VASQUEZ'S WERE PLANNING TO ADOPT A BABY. THIS WOULD BE THEIR FIFTH CHILD. ALL OF THE CHILDREN WERE EXCITED EXCEPT SIX YEAR OLD MIGUEL, THE YOUNGEST. HE WASN'T VERY HAPPY THAT HIS PARENTS WANTED ANOTHER CHILD. HE LIKED BEING THE YOUNGEST IN THE FAMILY. WHEN MIGUEL'S MOTHER ASKED HIM TO HELP PICK OUT WALL PAPER FOR THE BABY'S ROOM, HE SAID, "WHAT DIFFERENCE DOES IT MAKE? THE BABY WON'T KNOW WHAT HE'S LOOKING AT ANYWAY! BESIDES, I DIDN'T GET NEW WALLPAPER WHEN I WAS BORN!"

WHAT STAGE IS MIGUEL IN? (ANGER)

STAGES - SITUATION CARD #6

MR. STEIN WANTED HIS SON, BENJAMIN, TO BE ON THE BASEBALL TEAM AND ACTIVE IN SPORTS. BENJAMIN PREFERRED TO SPEND HIS SPARE TIME READING ABOUT ASTRONOMY AND WORKING WITH HIS TELESCOPE. MR. STEIN DECIDED TO SEND BENJAMIN TO BOYS CAMP DURING THE SUMMER. WHEN HIS DAD TOLD HIM HE HAD SIGNED HIM UP FOR CAMP, BENJAMIN STARED AT HIM IN DISBELIEF AND SAID, "I CAN'T BELIEVE YOU WOULD DO THIS TO ME!"

WHAT STAGE IS BENJAMIN IN? (DENIAL)

STAGES - SITUATION CARD #7

SPRING BREAK WAS IN THREE MORE WEEKS. JENNY CHAN COULD HARDLY WAIT. HER PARENTS HAD TALKED ABOUT TAKING THE WHOLE FAMILY ON A CAMPING TRIP. THAT NIGHT HER DAD CAME HOME WITH TWO TICKETS FOR A CRUISE. HE TOLD THE FAMILY THAT HE AND MRS. CHAN WERE TAKING A CRUISE DURING SPRING BREAK TO CELEBRATE THEIR WEDDING ANNIVERSARY. JENNY STOOD UP AND PUT HER HANDS ON HER HIPS. "WHAT HAPPENED TO OUR CAMPING TRIP? YOU LIED. WHAT ARE WE SUPPOSED TO DO, STAY HOME AND BE BORED?"

WHAT STAGE IS JENNY IN? (ANGER)

STAGES - SITUATION CARD #8

MS. MCNULTY CALLED TONY JULIANO'S MOTHER. "HELLO, MRS. JULIANO. THIS IS TONY'S TEACHER." MRS. JULIANO SAID, "HELLO, MS. MCNULTY. IS ANYTHING WRONG WITH TONY?" MS. MCNULTY CONTINUED, "I'M AFRAID TONY DID HAVE A PROBLEM TODAY. IT SEEMS HE'S BEEN TAKING LUNCH MONEY FROM OTHER CHILDREN." MRS. JULIANO WAS SHOCKED, "YOU MUST BE MISTAKEN. MY TONY WOULD NEVER DO ANYTHING LIKE THAT. BESIDES, HE HAS PLENTY OF MONEY OF HIS OWN."

WHAT STAGE IS MRS. JULIANO IN? (DENIAL)

STAGES - SITUATION CARD #9

YOSHI COULD HARDLY WAIT FOR HER TENTH BIRTHDAY. HER PARENTS HAD PLANNED A PARTY FOR HER. THEY WERE GOING TO TAKE YOSHI AND THREE FRIENDS OUT TO DINNER AND THEN TO THE MOVIES. A WEEK BEFORE HER BIRTHDAY, YOSHI'S FATHER GOT CALLED OUT OF TOWN ON A BUSINESS TRIP. HE WOULD NOT BE BACK UNTIL AFTER HER BIRTHDAY. YOSHI HAD CALLED HER FRIENDS TO TELL THEM THE PARTY WAS POSTPONED. ON THE DAY OF YOSHI'S BIRTHDAY, SHE SLEPT IN LATE. HER MOM SERVED HER BREAKFAST IN BED AS A TREAT AND SAID, "HAPPY BIRTHDAY, YOSHI." YOSHI LOOKED AT THE PLATE OF PANCAKES AND SAUSAGE. "I DON'T FEEL LIKE EATING. I THINK I'LL JUST SPEND THE DAY IN MY ROOM."

WHAT STAGE IS YOSHI IN? (DEPRESSION)

STAGES - SITUATION CARD #10

LUKE AND LANCE LANDERS WERE IN THE T.V. ROOM WHEN LUKE SWITCHED CHANNELS IN THE MIDDLE OF A SHOW. LANCE SHOUTED, "WHAT DID YOU DO THAT FOR? I WAS WATCHING THAT SHOW." LUKE SAT BACK DOWN. "WE'VE ALREADY SEEN THAT AND BESIDES, I WANT TO WATCH THIS NEW SHOW." LANCE FLIPPED THE CHANNEL BACK. "YOU GOT TO WATCH WHAT YOU WANTED TO WATCH LAST NIGHT. NOW IT'S MY TURN." LUKE THOUGHT FOR A MINUTE. "IF YOU LET ME WATCH THIS SHOW FOR THE NEXT HALF HOUR, YOU CAN CHOOSE WHATEVER YOU WANT TO WATCH FOR THE REST OF THE NIGHT, O.K.?"

WHAT STAGE IS LUKE IN? (BARGAINING)

STAGES - SITUATION CARD #11

MRS. SLABINSKI WALKED INTO HER HOUSE THROUGH THE GARAGE DOOR. SHE NOTICED THE FRONT DOOR WAS SLIGHTLY AJAR AND THE KITCHEN SLIDING GLASS DOOR WAS WIDE OPEN. AS SHE MOVED INTO THE LIVING ROOM, SHE IMMEDIATELY NOTICED THAT THE TELEVISION AND STEREO WERE MISSING. SHE COULD FEEL HER HEART SPEEDING UP INSIDE HER CHEST, HER FACE BECAME RED AND HOT, AND HER FISTS CLINCHING AT HER SIDES. SHE STARTED TO SCREAM. HOW COULD SOMEBODY DO THIS TO HER?

WHAT STAGE IS MRS. SLABINSKI IN? (ANGER)

STAGES - SITUATION CARD #12

MARGO AND RICKY WERE BOTH NOMINATED FOR STUDENT COUNCIL PRESIDENT. EACH HAD A LOT OF FRIENDS AND WANTED TO BE PRESIDENT. THE DAY AFTER THE ELECTIONS, MARGO WAS IN THE MIDDLE OF HER MATH WORK WHEN THE PRINCIPAL'S VOICE CAME OVER THE P.A. SYSTEM TO ANNOUNCE THE ELECTION RESULTS. "OUR NEW STUDENT COUNCIL PRESIDENT IS RICKY D'ANGELO." FOR A SECOND MARGO FELT HER HEART DROP AND HER THROAT TIGHTEN. SHE TOOK A DEEP BREATH, WALKED OVER TO RICKY AND SAID, "CONGRATULATIONS. I REALLY DID WANT TO BE PRESIDENT, BUT I KNOW YOU'LL DO A TERRIFIC JOB." SHE REACHED OUT AND SHOOK HIS HAND.

WHAT STAGE IS MARGO IN? (ACCEPTANCE)

STAGES - SITUATION CARD #13

CHERYL WAS AT THE MASON'S HOUSE BABYSITTING. CONNIE, THE 6 YEAR OLD, HAD A CAST ON HER ARM. SHE SAID SHE HAD FALLEN DOWN THE STAIRS, BUT MRS. MASON SAID THAT SHE HAD FALLEN OUT OF THE TREE HOUSE. WHEN CHERYL ASKED CONNIE FOR MORE INFORMATION, CONNIE LOOKED AWAY AND SAID, "I ALREADY TOLD YOU HOW IT HAPPENED." CHERYL REMEMBERED BACK TO THE PREVIOUS YEAR WHEN A SIMILAR INCIDENT HAD OCCURRED AND CONNIE HAD BROKEN THE WRIST ON HER OTHER ARM. SHE WONDERED WHO WAS TELLING HER THE TRUTH. CHERYL TRIED TO TALK TO CONNIE AGAIN. "CONNIE, IF SOMEONE EVER HURTS YOU, YOU KNOW YOU CAN TELL ME AND I'LL HELP YOU SO IT WON'T HAPPEN AGAIN."

WHAT STAGE IS CHERYL AT?	(BARGAINING)
WHAT STAGE IS CONNIE AT?	(DENIAL)

STAGES - SITUATION CARD #14

JUSTIN'S FAMILY HAD MOVED OVER THE WINTER BREAK. WHEN HE ENTERED HIS NEW SCHOOL, ALL OF THE KIDS KNEW EACH OTHER AND HAD BEST FRIENDS. EVERYONE SEEMED TOO BUSY TO PLAY WITH JUSTIN OR EVEN TO TALK AND FIND OUT ANYTHING ABOUT HIM. EACH DAY JUSTIN WENT HOME, DID HIS HOMEWORK, THEN SAT IN FRONT OF THE TELEVISION UNTIL DINNER TIME.

WHAT STAGE IS JUSTIN IN? (DEPRESSION)

STAGES - SITUATION CARD #15

ANN MARIE CELEBRATED HER BIRTHDAY BY INVITING 5 CLOSE FRIENDS TO HER HOUSE FOR A PARTY. AFTER BLOWING OUT THE CANDLES ON HER CAKE, SHE BEGAN OPENING HER PRESENTS WHILE HER MOM SERVED THE CAKE AND ICE CREAM. ANN MARIE UNWRAPPED THE THIRD PRESENT AND LIFTED THE LID OFF THE BOX. INSIDE WAS A BRIGHT RED, BLACK AND ORANGE FLOWERED SHIRT, ANN MARIE'S LEAST FAVORITE COLORS. SHE HELD UP THE BLOUSE AND FORCED HERSELF TO SMILE. SHE LOOKED AT HER FRIEND. "THANK YOU, VERONICA. THIS IS REALLY PRETTY. MAYBE I CAN WEAR IT TO SCHOOL NEXT WEEK."

WHAT STAGE IS ANN MARIE AT? (DENIAL)

STAGES - SITUATION CARD #16

KEVIN PULLED HIS SHIRT OVER HIS HEAD AND CAUGHT A GLIMPSE OF HIS STOMACH STICKING OUT IN FRONT OF HIM. HE FINISHED DRESSING AND WENT TO THE KITCHEN TO TALK WITH HIS MOTHER. HE TOLD HER HE WANTED TO GO ON A DIET. KEVIN'S MOM SAT DOWN AT THE TABLE WITH HIM. TOGETHER THEY PLANNED THE WEEK'S MENUS AND DECIDED WHAT KEVIN COULD OR COULD NOT EAT. THEN THEY FIGURED OUT AN EXERCISE PLAN THEY COULD DO TOGETHER. KEVIN SMILED AT HIS MOM. HE KNEW THAT IT WOULD BE HARD TO LOSE THE WEIGHT, BUT HE KNEW HE COULD DO IT IF HE JUST STUCK TO THE PLAN.

WHAT STAGE IS KEVIN AT? (ACCEPTANCE)

STAGES - SITUATION CARD #17

EARNEST LOOKED AT THE BOY SITTING NEXT TO HIM. WHEN HE HAD FIRST HEARD BOB CALL HIM A NAME, HE THOUGHT HE HAD MISUNDERSTOOD, BUT HE COULD TELL BY THE LOOK ON BOB'S FACE THAT HE HAD HEARD HIM CORRECTLY. EARNEST THOUGHT THAT HE AND BOB WERE GOOD FRIENDS. HE WAS SURE THE DIFFERENCE IN SKIN COLOR DIDN'T MATTER TO EITHER OF THEM. EARNEST COULD FEEL THE BLOOD RUSHING TO HIS FACE AND HIS ARMS TENSE UP.

WHAT STAGE IS EARNEST IN? (ANGER)

STAGES - SITUATION CARD #18

JEREMY STARTED COLLECTING BASEBALL CARDS AS SOON AS THE BASEBALL SEASON BEGAN. IT TOOK 600 BASEBALL CARDS TO MAKE A COMPLETE SET AND HE NOW HAD 588 CARDS. AFTER SCHOOL JEREMY BOUGHT THREE NEW PACKS OF CARDS. EACH TIME HE OPENED ONE OF THE PACKS, HE EXPECTED TO FIND THE TWELVE CARDS HE NEEDED TO COMPLETE HIS SET. EACH TIME THEY WEREN'T THERE. STILL, JEREMY WAS CERTAIN THAT THE NEXT PACK HE BOUGHT WOULD HAVE EXACTLY WHAT HE NEEDED.

WHAT STAGE IS JEREMY IN? (HOPE)

STAGES - SITUATION CARDS #19

MR. KATO HAD BEEN OUT OF WORK FOR THREE MONTHS. AT ONE POINT HE FELT DEPRESSED AND QUIT LOOKING FOR A JOB. HOWEVER, NOW HE IS GOING ON INTERVIEWS AGAIN. EACH DAY HE FELT CONFIDENT THAT SOMEONE WOULD CALL AND OFFER HIM A JOB.

WHAT STAGE IS MR. KATO IN? (HOPE)

STAGES - SITUATION CARDS #20

SALLY HAD TAKEN RIDING LESSONS SINCE SHE WAS SIX YEARS OLD. SHE ALSO HELPED OUT AT THE STABLES ON SATURDAYS. IN FIVE WEEKS SHE WOULD BE ELEVEN YEARS OLD. EVERY BIRTHDAY FOR THE PAST FIVE YEARS SHE HAD ASKED HER PARENTS FOR A HORSE. IT WAS ALWAYS OUT OF THE QUESTION. HOWEVER, SHE NEVER GAVE UP DREAMING ABOUT OWNING A HORSE AND HAD ASKED FOR A HORSE AGAIN THIS YEAR.

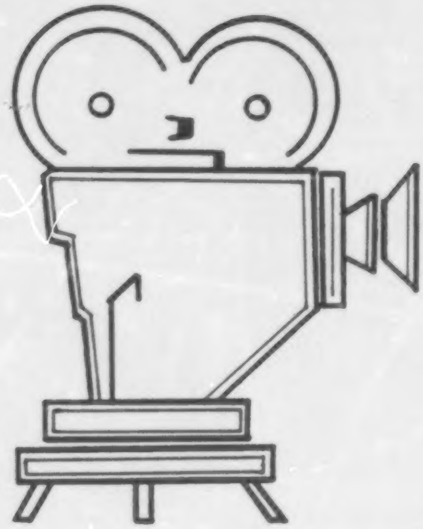
WHAT STAGE IS SALLY IN? (HOPE)

STAGES - SITUATION CARDS #21

WENDY CHECKED THE MAILBOX WHEN SHE GOT HOME FROM SCHOOL. ONE OF THE GIRLS IN HER CLASS AT HER NEW SCHOOL WAS HAVING A BIG PARTY AT THE SKATE RINK. THE PARTY WAS IN THREE DAYS. WENDY HAD BEEN CHECKING HER MAILBOX EVERYDAY THINKING THAT HER INVITATION HAD JUST GOTTEN DELAYED IN THE MAIL.

WHAT STAGE IS WENDY IN? (HOPE)

Section VIII



Counseling Group Curriculum

The lessons in this section are designed for a school counselor, psychologist, or other trained professional to use in assisting students to cope with major family transitions, including divorce and remarriage. The curriculum has been developed for a small group setting with parent permission. These lessons focus on presenting the stages of adjustment children often go through when the constellation of a family changes.

STAGE: INTRODUCTION

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF CONFIDENTIALITY AND TRUST

FOCUS:

1. Student will verbally express three factors essential to confidentiality and trust.
2. Given a list of factors essential to confidentiality and trust, student will select three that are appropriate to him/her.

PROPS: Handkerchief/scarf for every other child in group, to be used as a blindfold.

SCRIPT:

1. Discuss "trust" with students using the following questions as a guide:

   - What does "trust" mean?
   - What does it mean to trust someone?
   - Why is trust important?

ACTION:

1. Introduce "trust walk".

   - Divide students into pairs.
   - One student in each pair will be blindfolded.
   - Second student in each pair takes the arm of the first student.
   - First student will lead second student.
   - No running.
   - Students change roles after 5-10 minutes.

2. Discuss

   - What can leader of pair do so that the student being led will trust him/her?
     (take to safe places; give a lot of direction; guide carefully; provide verbal warnings of what is ahead)
   - What can leader ask the student being led to do?
     (touch objects--leaves, rocks, grass; walk up and down 1 or 2 steps; change speeds while walking)

FINALE: Ask students to share experiences using the following questions as a guide:

- Which did you prefer, following or leading?
- Did you feel you could trust the person leading you? Why?
- If you didn't trust the person at first, do you trust him/her now?
- How might you gain someone's trust?
- Why is trust important to a group?
  Stress importance of:
  - keeping what is said during group time confined to group time
  - providing atmosphere to talk freely
  - building trusting relationships

Ask students to share feelings about the trust level of group.

ENCORE: Teach a friend or someone in your family the trust walk.

STAGE: INTRODUCTION

SCENE: TO INTRODUCE AND DEVELOP AWARENESS OF CHANGES OCCURRING IN FAMILIES

FOCUS:

1. Student will verbally express two examples of change in a family.
2. Given a list of changes, student will identify two that occur in families.

PROPS: Journals for each group member (composition books for older children, coloring paper bound together for younger children)

SCRIPT:

1. Discuss purpose of group meetings:
    - all experiencing a change in life/family
    - learn ways to adjust to change
    - recognize that other people are experiencing similar changes
    - to learn from each other
    - to learn how to deal with stress resulting from change
2. Discuss changes that might take place in a family:
    - extract commonalities between situations
    - ask students how these changes might affect their life

ACTION:

1. Pass out props (journals).
2. Discuss how journals are:
    - private for each student to write and/or draw in during group
    - others will only see your journal if you choose to share it with them.
      (Tell students director will keep journals so that journals will not get lost.)
3. Have students draw and/or write about "before and after" a change occurred in their life/family.

FINALE: Discuss

- When the change in your life/family first occurred, did you pretend it didn't happen or did you have trouble believing it was true?
- How did other people in your family react to the change?
- In what way/s has this change affected your everyday life?
- Observe how some group members share similarities/differences about the change in their family.

OPTIONAL: Ask students to share their drawings/stories.

ENCORE: Direct students to look at their "after" picture and think about some of the changes that are an improvement over the way things were in their "before" picture. Then, ask students to go home and notice some of these changes.

363

STAGE: INTRODUCTION

SCENE: TO INTRODUCE AND DEVELOP AWARENESS OF DIFFERENCES IN PERSONALITIES THAT OFTEN AFFECT CHOICES

FOCUS:

1. Student will verbally express that people make different choices based on what is important to them.
2. Given the statement, "people make different choices based on what is important to them," student will identify it as true.

PROPS: Situation Cards

SCRIPT:

1. Discuss

   - People often experience similar feelings in different ways.
   - People often express these feelings in different ways.

   Example: How might someone behave when mad?
   (excited, sad, upset)

   - Compare the differences and similarities.

2. Read and discuss scripts from Act 8 (large group curriculum) using the following questions as a guide:

   - How do you think each character was feeling?
   - Were the characters feeling the same in any way?
   - How did each character differ in his/her responses?
   - Which character do you think you are probably like?

ACTION:

1. Discuss characters:

   Smart Sam/Sonia
   Logical Larry/Lisa: logical; likes learning new things
   Tough Tom/Tina: active; likes to do new and exciting things
   Dependable David/Donna: kind; likes to be helpful
   Sensitive Steven/Sarah: caring and understanding

2. Read Situation Cards.

After each card, ask students to decide which response

- they would probably choose
- each character would probably choose

FINALE: Observe your friends at recess. Which activities do they choose?
Ask your friends:
- What is your favorite place at Disneyland?
- What type of books do you like to read?

STAGES - SITUATION CARD #1

DURING RECESS I WOULD MOST LIKE TO:

(A) TALK WITH MY FRIENDS	SENSITIVE SARAH/STEVEN
(B) PLAY AN ACTION GAME	TOUGH TOM/TINA
(C) HELP THE TEACHER IN THE CLASSROOM	DEPENDABLE DAVID/DONNA
(D) GO TO THE SCIENCE CENTER	SMART SAM/SONIA

STAGES - SITUATION CARD #2

WHEN I GO TO DISNEYLAND, MY FAVORITE PLACE IS:

(A) ADVENTURELAND/FRONTIERLAND	TOUGH TOM/TINA
(B) FANTASYLAND	SENSITIVE SARAH/STEVEN
(C) TOMORROWLAND	SMART SAM/SONIA
(D) MAINSTREET	DEPENDABLE DAVID/DONNA

STAGES - SITUATION CARD #3

WHEN I PICK OUT MY OWN BOOKS TO READ, I CHOOSE:

(A) STORIES ABOUT PEOPLE, FANTASY OR FAIRY TALES	SENSITIVE SARAH/STEVEN
(B) SCIENCE FICTION; MYSTERIES	SMART SAM/SONIA
(C) STORIES ABOUT HEROES/HEROINES, HISTORY, COOKBOOKS	DEPENDABLE DAVID/DONNA
(D) ANIMAL STORIES; CRAFT BOOKS	TOUGH TOM/TINA

STAGE: DENIAL

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF THE DIFFERENT WAYS PEOPLE EXPRESS DENIAL

FOCUS:

1. Student will verbally express two situations demonstrating denial.
2. Given a list of situations, student will identify two that demonstrate denial.

PROPS: None

SCRIPT:

1. Discuss

   When we know something might hurt us (physically), we try to do something beforehand to protect ourselves.

   Examples:
   - athletes - wear protective pads
   - stunt men - have cushions and nets to catch their falls
   - dentists' and doctors' patients - use novacaine/anesthesia

2. Ask students for more examples.

3. Discuss

   When something/someone might hurt our feelings or emotions, we try to do something to protect ourselves.

   Examples:
   - if we don't want to hear something - cover our ears; refuse to believe it
   - something we don't want to see - cover our eyes; look the other way; run away

4. Ask students for more examples.

ACTION: 1. Using the paragraph below as a guide, introduce story concerning denial:

This story is about the Rhodes family. Susan, the oldest of three children, is fourteen. Her brother Eric is ten and the youngest, Robbie, is six.
Susan has written a journal-like story about her family.

2. Read the following to group, instructing students to think about how the characters in Susan's story protect themselves from being hurt.

Mom and Dad called us into the living room for a family meeting. Dad called these meetings periodically to discuss household responsibilities. Once, my brothers and I called a family meeting to vote on a raise in our allowance, but we lost. Dad said he maintained the right to veto. Dad started the meeting, "Well, kids, your mother and I have something to discuss with you." Eric interrupted, "I hope you're not going to make me start mowing the lawn!" Mom shot him a look that let us know that this meeting was more serious than usual.

Dad continued, "You all realize that people change as they grow older. Susan's gotten taller and likes rock music now. Eric likes vegetables he used to hate; and Robbie, who used to hate being alone at night, wants his own room." Robbie smiled proudly as he glanced at Eric. I didn't know where this was heading, but my nervous stomach told me we weren't here to discuss building a room onto the house for Robbie.

"In much the same way your mother and I have changed. We argue more than we used to and we don't like the same things we used to like."

Eric interrupted again, "No, you don't do that. I never hear you argue."

Mom looked at Eric with a sad expression. Dad kept talking. "Your mother and I have decided it will be best if she and I live apart for a while."

I couldn't believe what I was hearing. I didn't think they were arguing that much, either. "How long is a while?" I asked.

Mom answered, "It's hard to say. We'll probably talk it over in a month to see how things are going. Right now we just feel it would be best to spend some time apart."

Robbie looked confused. "Am I going with you, Dad?" he asked.

"No, you're going to stay here with your Mom," Dad replied.

Dad said, "I'm renting an apartment near my office."

"I'm going out to play now. See you later, Dad," said Robbie as he ran out the door to play with his friends.

Mom went into the kitchen and Dad walked upstairs to pack. I looked at Eric. He was sitting on the couch with a pouting expression and tears in his eyes. "I know this is all my fault," he said. "They always fight when I get in trouble at school."

"No, Eric. It didn't have anything to do with you." I wasn't certain whose fault it was, but I was already worrying about whether or not to tell my friends.

FINALE: Discuss the following:

- How did each character try to protect him/herself?
- What was each character denying?

ENCORE: Notice when others deny something. How do you act when you want to pretend something didn't happen?

Be ready to write your observations, thoughts and feelings in a journal at the next meeting.

STAGE: DENIAL

SCENE: TO FURTHER DEVELOP UNDERSTANDING OF THE DIFFERENT WAYS PEOPLE EXPERIENCE DENIAL

FOCUS:

1. Student will verbally express two situations demonstrating denial.

2. Given a list of situations, student will identify two that demonstrate denial.

PROPS: None

SCRIPT:

1. Review Susan Rhodes' story from Act D.

2. Share a personal experience (or make one up) that includes the following:

   - a situation that you denied
   - how your denial affected others
   - what you learned from this experience
   - your feelings about the outcome

ACTION:

1. Ask students to share an experience they first denied, using the topics below as a guide:

   - a time that something scary happened to you
   - a time something happened that you did not want to think about
   - a time you saw a horror movie and were afraid to look
   - a time when someone told you something and you couldn't believe it
   - a time you heard people arguing and wanted to leave so that you wouldn't have to listen

2. As a group, discuss students' experiences:

   - How were the experiences similar/different?
   - How did denying the situation protect you?
   - How did you react to the situation?
   - What other way could you have reacted?

FINALE: Discuss

- the different ways people experience denial
- how people use denial to protect themselves

ENCORE: During the day, listen for people saying, "I don't believe it," or "Are you kidding?"
Notice what it is they are denying.

Optional: Write in journals about something that you shared, learned, or experienced relating to the lesson.

STAGE: ANGER

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF THE DIFFERENT WAYS PEOPLE EXPRESS ANGER

FOCUS:

1. Student will verbally express two situations demonstrating anger.
2. Given a list of situations, student will identify two that demonstrate anger.

PROPS: None

SCRIPT:

1. Discuss

Anger is:

- a feeling experienced when something prevents us from reaching a goal
- characterized by physical reactions such as increased heart rate, flushed face, body tension, change in voice volume

Ways people express anger:

- become physically violent (hitting and throwing)
- yell, scream
- become stubborn
- hold it inside
- pretend you're not angry
- take anger out on someone or something else

ACTION:

1. Use the following to introduce the story concerning anger:

This story is about the Rhodes family. It is written from Mrs. Rhodes' perspective.

2. Read the following to the group, instructing students to think about how each character is expressing his/her anger.

It's been six months since Matt, my husband, moved out. The final separation had evolved into divorce. The word "divorce" still scares me. Like millions of other couples, we never thought we would get divorced. We felt it was best for us, but were concerned about how the kids would take it.

When I told the kids we had to sell the house and move, Susan, our oldest, exploded. "We can't move!" she yelled. "We've always lived in this house. First, you make my Dad move out and now you want to move me away from all of my friends. I think you're a terrible mother. I'll go live with my friend if we move!" Then she ran out the door and left for school.

Susan's words left me with a stinging feeling of guilt. I held back my tears as I watched her leave. I understood how she felt. I was angry, too. What had I done wrong? This isn't what I'd expected my life to be like. I looked at my youngest, Robbie. He walked over to me and hugged my legs. "I love you, Mommy," he said as he snuggled up for a kiss. Eric, my ten year old, just stared into his lap.

No sooner were the kids off to school when the realtor called and wanted to bring some people over to look at the house. Although I agreed, I couldn't stand the idea of someone else living in our house.

That afternoon I got a call from Eric's teacher, Mrs. Fields. She was concerned about Eric's behavior. She said he had been in several fights over the past few months and wasn't completing any of his school work, either.

That night at dinner, the only words spoken were "Pass the milk, please." When the kids were finally in bed, I sat down to read the newspaper. I wanted to take my mind off the situation and fight off a tension headache.

"Mommy." I looked up and saw Eric coming down the stairs.

"Mom, I had a bad dream. I can't go back to sleep. Could I stay here with you?"

I counted to ten, took a deep breath, and tried to muster up a smile.

FINALE: Discuss the following:

- How did each family member express anger?
  (Susan yelled and blamed her mother; Robbie had bad dreams; Eric got into fights at school; Mother blamed herself)
- Do you show anger like Susan, Eric, Robbie or Mrs. Rhodes? In what way?
- What other ways can you think of for expressing anger? What might be a more appropriate way of expressing anger?
- What do you think this family could do to make everyone feel better about moving?
- What do other families do about living arrangements?
  (Move in with grandparents; take in a renter; share a house with another single parent family)

ENCORE: Notice when others are angry. How are they expressing their anger?

Optional: Write in journals about something that you shared, learned, or experienced relating to the lesson.

STAGE: ANGER

SCENE: TO FURTHER DEVELOP UNDERSTANDING OF THE DIFFERENT WAYS PEOPLE EXPRESS ANGER

FOCUS:

1. Student will verbally express two situations demonstrating anger.
2. Given a list of situations, students will identify two that demonstrate anger.

PROPS: None

SCRIPT:

1. Review Mrs. Rhodes' story from Act F.
2. Share a personal experience (or make one up) that includes the following:

   - what situation caused your anger
   - how your anger affected others
   - what you learned from this experience
   - your feelings about the outcome

ACTION:

1. Ask students to share an experience they had concerning anger using the topics listed below as a guide:

   - anger at a friend
   - anger at my parent/s
   - a time someone got angry with me
   - a time I got angry with myself
   - a time I got angry and felt badly about it
   - a time I got angry and felt good about it
   - a time I got angry at an object (video game, movie, car, toy, bike, book, etc.)
   - a time I got angry with my teacher

2. As a group, discuss students' experiences:

   - How were the experiences similar/different?
   - Were you happy about the outcome?
   - If not, how else could you have expressed your anger?

FINALE: Discuss the different ways people experience and express anger.

ENCORE: Notice when you are angry. How are you expressing your anger?

Optional: Write in journals about something that you shared, learned, or experienced relating to the lesson.

381

STAGE: BARGAINING

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF BARGAINING

FOCUS:

1. Student will verbally express two situations demonstrating bargaining.
2. Given a list of situations, student will identify two that demonstrate bargaining.

PROPS: None

SCRIPT:

1. Discuss

   - When a change happens in our family, we usually try to "undo" the change by bargaining. This helps us to find out if it is something we have the control to "undo."

     Example: If your parent sends you to your room for talking back, you might try to bargain with him/her to let you out by saying, "I'll never talk back to you again. May I come out now?"

2. Ask students for more examples.

ACTION: Use the following to introduce the story concerning bargaining.

This story is about the Rhodes family. It is written by Eric Rhodes one year after his parents' divorce.

Robbie and Susan and I went to Dad's last weekend. We go to see him every other weekend. At first, he didn't seem like our dad. He acted like every other weekend was somebody's birthday. We went to the zoo, an amusement park, the movies, everywhere! It was kind of fun at first, but then we just wanted to watch cartoons one Saturday. I think Dad was glad we didn't want to go anywhere.

Anyway, Dad drove us home on Sunday night and Susan said, "Dad, can you help us carry in our stuff?" And he did! Then, he started talking to our mom. Robbie walked up to Dad and asked, "Are you staying for dinner, Dad?" Mom and Dad looked at each other in a funny way. Mom said, "There's more than enough. You're welcome to stay if you'll set the table."

I ran to Susan's room where she was unpacking. "Susan, Dad's staying for dinner!" I yelled. I was so excited. All Susan said was, "So, big deal!" Boy, something weird must really happen to you when you turn fifteen! I can never tell what Susan is going to like anymore.

Dinner was fine, but nobody talked very much. When they did, they were really nice to each other. I even said, "Please" when I asked Susan to pass the milk.

Dad left after dinner. Susan, Robbie and I had to finish our homework, pack our lunches for the next day, and get ready for bed. Mom came around to say goodnight to us. I heard her talking to Susan first.

"Mom, if I do all my chores in the morning next Saturday, may I spend the night at Lois'?" asked Susan. "Sure, Susan," replied Mom, "as long as you get all your chores done." "It was nice having Dad over for dinner tonight, Mom. Maybe he'll cook dinner for you now to pay you back," said Susan. Mom kind of laughed as she walked out. Then, she came into Robbie's and my room. All night I'd been thinking about Mom and Dad. Maybe they got into fights because of me. Maybe if I promised never to get into trouble at school again, they would get married again.

Mom went to Robbie's bed first. "Mom, do you think you and Dad will always be divorced, even when I'm grown up?" asked Robbie. Robbie's questions always surprised me. He asked questions that I'd be afraid to ask. Mom didn't answer right away. Maybe she was surprised too. "I guess we'll always be divorced, Robbie," she finally answered. "One of us could get married to someone else, though."

I don't know if she said anything else or not. I was still stuck on what she had just said. I had never thought about either of them getting married again. Now I had to get them back together. Mom walked toward my bed. I closed my eyes and pretended I was asleep so Mom couldn't see me crying.

FINALE: Discuss Eric's story using the following questions as a guide:

- Which characters were bargaining and for what did they bargain?
  (Dad: took kids everywhere - to make them happy
  Mom: let Dad stay for dinner - he set the table
  Susan: spend the night with a friend - do chores early
  Robbie: parents will get back together when he grows up
  Eric: parents will get back together if he's good at school)
- Which characters could get what they wanted by bargaining?
- Which characters could not get what they wanted by bargaining?

ENCORE: Notice when people around you bargain. Are they bargaining with something they have control over?

Optional: Write in journals about something that you shared, learned, or experienced relating to the lesson.

STAGE: BARGAINING

SCENE: TO FURTHER DEVELOP UNDERSTANDING OF THE DIFFERENT WAYS PEOPLE BARGAIN

FOCUS:

1. Student will verbally express two situations demonstrating bargaining.
2. Given a list of situations, student will identify two that demonstrate bargaining.

PROPS: None

SCRIPT:

1. Review Eric Rhodes' story from Act H.
2. Share a personal experience (or make one up) that includes the following:
   - a situation that caused you to bargain
   - how your bargain affected others
   - what you learned from this experience
   - your feelings about the outcome

ACTION:

1. Ask students to share a bargaining experience they had using the topics listed below as a guide:
   - a time you wanted something badly you were willing to do anything to get it
   - a time a person told you something was going to happen and you tried to change their mind
   - a time you went to a swap meet, a store or a garage sale and bargained
   - a time you traded something you did not want for something you did want
   - a time you made an agreement with your parents to do a particular chore if they did something you wanted

2. As a group, discuss students' experiences:

   - How were the experiences similar/different?
   - Were you happy about the outcome?
   - If not, how else could you have expressed your feelings?

FINALE: Discuss

- the different ways people bargain
- how people use bargaining to control their lives/others' lives

ENCORE: During the day, notice how many bargains you make/others make with you.

Optional: Write in journals about something that you shared, learned, or experienced relating to the lesson.

STAGE: DEPRESSION

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF DEPRESSION

FOCUS:

1. Student will verbally express two situations demonstrating depression.
2. Given a list of situations, student will identify two that demonstrate depression.

PROPS: None

SCRIPT:

1. Discuss

   - When we lose or miss something that is very important to us, we experience a sad, heavy feeling. This is called DEPRESSION.

   - When we are depressed, we often:

     - don't feel like doing anything
     - cry a great deal
     - experience a change in eating habits (some people eat more, some less)
     - lack energy
     - lose interest in favorite activities/friends
     - think a lot about the loss
     - become very involved in something else to try not to think about the loss

ACTION:

1. Use the following to introduce the story concerning depression.

   This story is about the Rhodes family. It is written by Mr. Rhodes, the father of Susan, Eric, and Robbie.

2. Read the following to the group, instructing students to think about what the members of the Rhodes family have lost.

I looked forward to having the children for the long holiday weekend. It seemed as if I hadn't seen them in months, although, of course, it had only been two weeks. A year and a half had passed since Marie and I decided to get a divorce. I calculated that I had seen the children an average of 84 days a year--less than three months worth. I thought about trying to get joint custody, but Marie and I lived so far away from each other that it hardly seemed practical, or, for that matter, fair to the children. Sometimes I'd work late (something I found myself doing a lot lately) and go home to an empty apartment. I'd walk through the rooms looking for someone who needed help on their homework or tucking into bed.

When the children arrived Friday evening, I had dinner almost ready and a schedule of activities for the next three days. The schedule started with a movie that night. When I suggested that to the children, I got mixed reactions. Susan said, "I'll pass. I already saw it." Robbie said, "I'll go if you really want to, Dad." Eric replied, "Couldn't we just stay here tonight, Dad? I don't really feel much like going anywhere."

So much for Plan A. "Sure, that's fine with me," I told them. "By the way, Susan, how's school going?" When Marie had moved, Susan was just starting high school and had moved out of her old attendance area. She had planned on going to Newmark High School since she was eight. She had even memorized Newmark's football cheers by age ten. By the time she was twelve, she had mapped out her courses for her four years at Newmark. Moving had forced her to leave her friends and attend Newmark's rival high school across town. It had been quite an adjustment.

"It's all right, I suppose," answered Susan. "The teachers aren't as good as the teachers at Newmark, the football team is horrible, but the photography lab is much bigger and better than I thought it would be."

At dinner I noticed Eric pushing the food around on his plate more than usual. Afterward I asked him if he had any homework he might need my help with, but he replied, "No, the teacher didn't give any... I guess she figured nobody would have time...a lot of people were going away." "Where were they going?" I inquired. Eric explained that all the scouts were off on a camping trip. His eyes stared down at the design on the rug all the while he talked. "Your troup?" I asked. "Didn't you want to go?" "Well, kind of," he mumbled with his eyes still glued to the rug. "But this was my weekend to come and be with you." "Look, Eric," I said. "If you have something special you want to do, call me and tell me," although all the time I was talking to Eric, I was calculating in my head that I would see him less than 84 days this year if he had gone on the camping trip. "I wanted to come here, too, Dad. I wanted to do both things," said Eric. I imagined Eric had tried all week to decide what he wanted to do. Did he want to be with his friends or his Dad more? Unable to decide, he had just gone along with what had already been planned for him.

"Eric," I finally said. "If you miss a weekend with me, I'm sure your mom will let you come another weekend by yourself."

Eric's eyes lighted up like two light bulbs. "Really?" he asked. "That's a great idea! Thanks."

The next day we rode bikes to the park and had a fried chicken picnic. As we got ready to leave, Robbie came running up shouting, "Dad, my bike is missing! I can't find it anywhere." He bit his lower lip to hold his tears in check. We searched, but to no avail. The bike was gone. Poor Robbie spent the rest of the weekend like a lost puppy on a leash--one moment excited and content, but the next moment crying about the loss of his bike.

Monday night, after the kids were gone, the house was silent like a tomb. I looked at the schedule of activities I had written up for the past weekend. Beyond dinner Friday night, we'd done nothing on the list. Yet, it really had been a great time overall. I smiled and said out loud to myself, "So much for plans!"

FINALE: Discuss Mr. Rhodes' story using the following questions as a guide:

- What did each character lose or miss?
  (Dad - time with children; Susan - old friends, old high school; Eric - camping trip; Robbie - his bike)

- How did each character act when they were depressed?
  (Dad - lonely, became more involved with work; Susan - ate more, complained a lot; Eric - ate less, moped around; Robbie - sad one moment, okay the next)

ENCORE: Notice how you and others around you act when they are sad or depressed.

Optional: Write in journals about something you lost that caused you to feel depressed.

STAGE: DEPRESSION

SCENE: TO FURTHER DEVELOP UNDERSTANDING OF THE DIFFERENT WAYS PEOPLE EXPERIENCE DEPRESSION

FOCUS:

1. Student will verbally express two situations demonstrating depression.
2. Given a list of situations, student will identify two that demonstrate depression.

PROPS: None

SCRIPT:

1. Review Mrs. Rhodes' story from Act J.
2. Share a personal experience (or make one up) that includes the following:
    - a situation that caused you to feel depressed
    - how your depression affected others
    - what you learned from this experience
    - your feelings about the outcome

ACTION:

1. Ask students to share an experience they had concerning a loss. Use topics listed below as a guide:
    - a time I tried everything I could to change a situation and finally realized that I couldn't
    - a time I felt nothing was going to work out and my life would always be awful
    - a time I said something to someone and later felt depressed
    - a time I felt so sad I didn't want to do anything
    - a time I felt so depressed I didn't want to be with anyone

2. As a group, discuss students' experiences:

   - How were the experiences similar/different?
   - Were you pleased with the outcome?
   - If you were not happy with the outcome, what could have been done to change the outcome?

FINALE: Discuss

- the different ways people experience and express depression
- the length of depression and upon what it depends
- the purpose of depression

ENCORE: Notice when the adults you know best seem to feel sad/depressed. Do they experience depression in the same way you do?

Optional: Write in journals about something that you shared, learned, or experienced relating to the lesson.

STAGE: ACCEPTANCE

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF ACCEPTANCE

FOCUS:

1. Student will verbally express two situations demonstrating acceptance.
2. Given a list of situations, student will identify two that demonstrate acceptance.

PROPS: None

SCRIPT:

1. Discuss

   - When something happens to us that we do not like, we go through a series of stages before we are able to accept the situation.

     Example:
     denial - we pretend it didn't happen
     anger - get mad that it happened
     bargaining - try to "undo" change
     depression - mourn loss of way things used to be
     acceptance - not happy about the new situation/change but used to the way things are; know there is nothing you can do to undo change

ACTION:

1. Use the following to introduce story concerning acceptance.

   This story is about the Rhodes' family. It is written by Robbie Rhodes. He is eight years old.

2. Read the following to group, instructing students to think about the changes the characters in the story are learning to accept (getting used to).

I pedaled my bike around the corner. I tried to catch up to the blue car in front of me. It was Mr. Lesser's car. He was on his way to my house to see my mom. He's sort of a nice man, I guess. At first, I didn't like him at all, but I didn't like any of Mom's dates--at first. I even spit at one man. That was when I was a lot younger. Mr. Lesser was better than the rest. One time he took Eric and me to a baseball game and it was fun.

Anyway, I got off my bike and walked over to the blue car. "Hi, Mr. Lesser. Are you and my mom going out tonight?"

"As a matter of fact, Robbie, I'm fixing dinner for all of you tonight! Want to give me a hand with the groceries?" said Mr. Lesser.

"You're fixing dinner?" I asked. I couldn't believe it! I was thinking that my dad never fixed dinner when he lived with us. Of course, now he does because he lives alone. Maybe it is okay for men to cook!

As we carried the groceries into the house, Mom and Susan were in the hall talking. Mom was still in her work clothes. She worked as a secretary for some lawyers. She didn't want to be a secretary at first. I think she thought that she could get paid more for something besides typing. She was really unhappy when she first started working, but now she seems to like her job a little better. She just doesn't make much money.

"Mom, I paid for the car insurance, so may I borrow the car to drive to work?" pleaded Susan.

Mom told Susan she needed to call the insurance man and see if everything had cleared. A few weeks ago Susan had been really mad at Mom. Mom had told her that, if she wanted to drive the car, she would have to pay for her own insurance. Naturally, Susan reacted in her usual dumb way. First she yelled back at Mom. Then she called Dad and cried. I guess all her crying didn't work either because the next day she found a job at the movie theater selling popcorn and junk. She's soooo lucky! She sees every movie as many times as she wants and gets free soda and popcorn! When I'm old enough, that's where I'm going to work! I went into the bedroom that I share with Eric to see what he was up to.

"Hey, Eric! Guess what? Mr. Lesser is fixing dinner for us tonight!" I said.

"I know, Robbie," said Eric in his usual big brother way. "Mom told me earlier."

"Want to help me practice hitting the baseball again?" I asked, hopefully."

"Robbie, I want to finish all of my homework tonight so that I can play all weekend. I'll help you tomorrow morning before your game."

"All right," I answered. "Thanks. You sure study a lot these days. Ever since Mom and Dad talked to your counselor, that's all you do."

"Well, junior high is much harder than grade school, you know," replied Eric. "Besides, if I want to keep playing sports, I have to bring up my grades."

"Oh, I get it," I said smiling. "Well, I'll let you finish. I'm going to help Mr. Lesser fix dinner. See you later."

I ran to the kitchen to see if I could help.

FINALE: Discuss Robbie's story using the following questions as a guide:

- What had each character learned to accept?
  (Robbie - Mom dating; Susan - having to pay for car insurance; Eric - had to study and get good grades if he wanted to play sports; Mom - had to work as a secreatry if she wanted a job)

- What were some other stages that Susan, Mrs. Rhodes, Eric, and Robbie had experienced?
  (Susan--anger at Mom, bargaining with Dad; Mom--denial ("must be a better job"), depression as she started working; Eric--bargaining by getting good grades to stay in sports; Robbie--anger when he spit on a man)

ENCORE: Notice how people around you react to change. Do they go through the stages of denial, anger, bargaining, and depression before they are able to accept change?

Optional: Write in journals about something you learned to accept.

STAGE: ACCEPTANCE

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF ACCEPTANCE

FOCUS:

1. Student will verbally express two situations demonstrating acceptance.
2. Given a list of situations, student will identify two that demonstrate acceptance.

PROPS: None

SCRIPT:

1. Review Robbie Rhodes' story from Act L.
2. Share a personal experience (or make one up) that includes the following:
   - a situation that you accepted
   - how your acceptance of the situation affected others
   - what you learned from this experience
   - your feelings about the outcome

ACTION:

1. Ask students to share an experience they had concerning acceptance of a situation. Use topics listed below as a guide:
   - a time I accepted something one day and not the next
   - something I finally accepted that I had thought I would never accept
   - something I could accept and no one else could
   - something that I couldn't accept and the people in my family could
   - accepting something that would change my life
   - accepting something that had made me feel sad
   - accepting something finally that had really bothered me a lot previously

2. As a group, discuss students' experiences:

   - How were the experiences similar/different?
   - Were you pleased with the outcome?
   - If you were not happy with the outcome, what could have been done to change the outcome?

FINALE: Discuss

- The different ways people experience and express acceptance.
- The length of time spent experiencing acceptance and what it depends upon.
- The purpose of acceptance.

ENCORE: Notice when others are experiencing acceptance. Do they experience and express acceptance in the same manner as you?
Notice how many things you have accepted in your life, this year, at school, at home.

Optional: Write in journals about something that you shared, learned or experienced relating to the lesson.

STAGE: HOPE

SCENE: TO INTRODUCE AND DEVELOP UNDERSTANDING OF HOPE

FOCUS:

1. Student will verbally express two situations demonostrating hope.
2. Given a list of situations, student will identify two that demonstrate hope.

PROPS: None

SCRIPT:

1. Discuss

- When something happens to us that we do not want to have happen, we experience a series of stages.
- Review the stages and their definitions.

denial - we pretend it didn't happen
anger - get mad that it happened
bargaining - try to "undo" change
depression - mourn loss of way things used to be
acceptance - used to way things are
- we may still wish for thing to go back to the way they were, however, we can now see some advantages or good things that have resulted from the change

- After acceptance, we reach a more "hopeful" state and feel happier and more positive about things.

ACTION:

1. Read the following paragraphs written by each of the Rhodes family members. These were written two and a half years after the Rhodes first separated.
2. Instruct students to listen for what each family member is hopeful about.

Susan - At first I hated my new school--it was so new and modern. My old high school was old and beautiful, it had a history. But, once I got used to it I really started to like it. I've made a lot of new friends and I got on the school newspaper staff. I would never have done that at my old school--only the real brainy kids were on the newspaper staff there. Now I like it so much I'm thinking about majoring in journalism in college. Sometimes when I talk to one of my old friends, I wish that mom and dad were still together and we still lived in our old house. Since they both seem happier now, I guess it was all for the best.

Robbie - Last weekend I had a soccer game and I scored 2 goals. My mom and dad were both at the game and after the game they took me out for a "pig-out" (ice cream - 12 scoops)! It was neat! It was almost as though we were still a family, except when dad lived with us he was always too busy to watch Eric or me play any games. Now he comes to all my games! And when we go to see him on weekends he's a lot of fun. We don't always go someplace but we always have a good time.

Eric - Starting junior high was the pits. My mom was always on my case about my grades. I just didn't like school and it seemed like none of the kids liked me. Mom was always too busy to talk with me. Finally, mom and dad talked. After, they asked me if I'd like to live with dad. At first I thought they meant dad was going to live with us again--a lot of wishful thinking! So next month I move in with dad. Then I'll visit mom every other weekend. I know I'll miss mom but I think I'll like living with dad and mom thinks it will be a good experience for me.

Mom - Who would ever have thought I'd be going to college the same time as my daughter? I didn't think I'd be working either. Now I'm doing both! I've been working as a receptionist in a law office since last year. I enjoy the work but the money is hardly enough to buy all the food we need. So, this year I enrolled in classes at the junior college to become a legal secretary. Some days I wish

400

that I could go back to the way things were three years ago, but most days I enjoy my work and get excited about becoming a legal secretary.

Dad - I am looking forward to Eric moving in with me. Sometimes I wonder if Marie and I could have done something earlier to prevent our divorce, although I know there is no point in thinking about the past. Besides, we are both much happier at this point and we remain good friends.

FINALE: Discuss with students the following:
- What was each character hopeful about?

Optional: Write in journals about something that you shared, learned, or experienced relating to the lesson.

STAGE: HOPE

SCENE: TO FURTHER DEVELOP UNDERSTANDING OF THE DIFFERENT WAYS PEOPLE EXPERIENCE HOPE

FOCUS:

1. Student will verbally express two situations demonstrating hope.
2. Given a list of situations, student will identify two that demonstrate hope.

PROPS: Drawing paper, crayons, marking pens.

SCRIPT:

1. Review timelines from Act D.
2. Discuss
   - how past events affect our future
   - events in our future over which we have control
   - events in our future over which we do not have control
3. Introduce and discuss
   - Even though we may not have control over some events, we may still wish that some day things will turn out the way we want them to.
   - This wishing is called HOPE.
   - Hope is healthy for us (like daydreaming), as long as we know/recognize that we do not have control over certain events.
   - We do have control over how we adjust to changes or events in our lives.
   - We do not have control over how others adjust to changes or events in their lives.

ACTION: 1. Ask students to share an event in their lives over which they did not have control.

2. Discuss

- How did you adjust to this event?
- Did you go through any of the stages that have been discussed?
- What do you hope will happen as a result of the event/change?
- How are secret hopes healthy and positive?

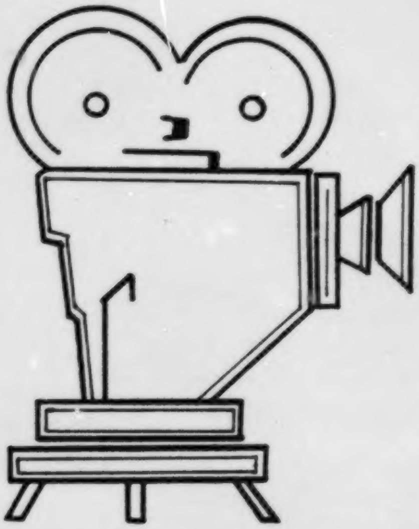
FINALE: Draw a picture of what you hope will happen in your future.

Optional: Write in journal about what you hope will happen in your future.

ENCORE: Notice how people around you may be hopeful about a situation.

403

Section IX



School Implementation Guide

This section provides valuable information on the implementation of the STAGES program in a school. Included are descriptions of how to use the curriculum, the staff development program, and conducting the parent education component.

Table of Contents

Page

INTRODUCING STAGES TO YOUR DISTRICT

Awareness Presentation 382
  Critical Need 382
  Goals 383
  Activities. 384
    Curriculum 384
    Staff Development. 384
    Parent Education 384
    Supplementary Products 385
  Evaluation Procedures 385
    Evaluating Curriculum. 385
    Evaluating Parent and Staff Components 387
  Budget Planning 387

SELECTING STAGES PARTICIPANTS

Staff Selection. 388
  Coordinator 388
  Leaders 388
Identifying Students 389
Involving Parents. 389

IMPLEMENTING STAGES

Background and Model 390
Parent Education STAGES Program. 391
Curriculum 392
  Classroom Curriculum. 393
  Counseling Curriculum 396
    Philosophy 396
    Group Process. 396
    Curriculum Format. 397

APPENDICES

Appendix A

  Letter to Assess Critical Need. 398

Appendix B

  Goals, Activities, and Evaluation Sheet 399

Appendix C

  Meeting/Workshop Evaluation 400

Appendix D

  Identifying STAGES Participants 401

Appendix E

  Parent Permission Letter. 402

Appendix F

  Parent Education Letter 403

INTRODUCING STAGES IN YOUR DISTRICT

When introducing the STAGES program in your district, it is often necessary, and always adviseable, to involve and inform all factions of the school district. This includes district administrators, the school board, parents/community, and the staff at the proposed sites of implementation.

The initial Awareness Presentation should stress the critical need; goals; activities; evaluation procedures; and a proposed budget. This information can be presented to any population through this Awareness Presentation.

AWARENESS PRESENTATION

Critical Need

A need for the STAGES program can be shown with statistics related to the increasing number of families in transition. National and statewide statistics can be presented to demonstrate this critical societal need.

- o The 1980 Bureau of the Census reports that 18 percent of the nation's school children are now living with a single parent.
- o The Bureau projects that 48 percent of all children born in 1980 will live "a considerable time" with only one parent before reaching age 18.
- o The Kettering Foundation, in a large national study, found that children from single parent families represent 31 percent of the low achievement students and only 13 percent of the high achievement students.
- o The Kettering Foundation study found that a disproportionate number of behavior problems involve children from single parent homes. This includes tardiness, discipline problems, suspension, truancy, expulsions, and drop outs.
- o The 1980 Bureau of Census showed that only 32 percent of American households are traditional families--a father and mother with one or more children living at home.

Local statistics regarding the single parent population in your county or district attendance area should also be presented. The percentage of single parent families or blended families in your community may be obtained by contacting the local Census Bureau. Your district may already collect this information on student emergency cards.

A community survey can also be conducted to obtain information. Many parents are willing to share information about their family structure if the survey is anonymous. You can determine if parents are interested in a program such as STAGES on this survey. A sample letter/survey is provided in Appendix A. This survey can be distributed to Parent-Faculty Organizations or to all parents of students at the planned implementation sites.

Goals

The purpose of STAGES is to provide support to children exhibiting behaviors identified in the critical need section. In addition, STAGES teaches skills to help children understand themselves and others while adapting to major life changes.

In response to the findings addressed in the Critical Need section, the STAGES program identified the following goals:

1. Children from families in transition who are participating in the STAGES program, when compared to children in similar situations who are not participating in the STAGES program, will make greater gains in:
    a. math and reading achievement
    b. self-concept
    c. reducing unexcused absences and tardiness
2. Staff members at the implementation sites will acquire the skills needed to:
    a. recognize the symptoms in children experiencing a stressful change
    b. utilize basic counseling techniques to help children
    c. implement classroom lessons in STAGES curriculum
    d. make referrals to support staff or outside agencies when appropriate
3. Parents of children participating in STAGES will improve in their:
    a. understanding of their children's needs
    b. ability to meet those needs

STAGES's goals may be written on a chart for an Awareness Presentation, or a chart may be prepared which lists each goal, the corresponding activity, and evaluation procedure. (See Appendix B.)

Activities

The STAGES program has three main components:

- Children's Curriculum
- Staff Development
- Parent Education

When describing these components in an Awareness Presentation, it is recommended that a copy of each STAGES product be shared with your audience. STAGES brochures, describing the products, can be obtained for distribution.

Curriculum

There are two types of lessons in the STAGES curriculum. Thirty-eight lessons have been developed for use in a regular classroom by the classroom teacher. These lessons focus on the process many children undergo while experiencing a stressful change--from getting braces or glasses to a death in the family. The lessons are designed to increase children's understanding of feelings and reactions to stressful changes and to teach skills that will help in adapting to these changes.

Fifteen additional lessons have been developed for use by a trained counselor/psychologist in a small group setting. These Counseling Group Curriculum lessons are designed for children experiencing a great deal of stress as a result of a change in the family unit. Parent permission is necessary for participation.

Staff Development

Staff development focuses on two levels of involvement. First, a general awareness presentation can be made for all staff members at any school implementing the STAGES program. The STAGES handbook can be used for this presentation.

Secondly, a more indepth staff training is needed for the teachers or counselors implementing the STAGES curriculum in their classroom. This component of the staff development program is provided by the STAGES project staff. Emphasis in the training program is on understanding the theoretical model used in STAGES and utilizing counseling techniques.

Parent Education

In the Parent Education component a series of four 2-hour sessions have been designed for parents of families in transition. In these meetings parents will learn about the STAGES curriculum. Parents of children participating in the STAGES program are also presented with a model for understanding personality types and their reactions to stressful changes. The model will help parents understand their child's feelings and develop skills to provide their child with the emotional support needed during a change.

Supplementary Products

Additional products have been developed to supplement the staff development, curriculum, and parent education components. Audiotapes, charts, and the STAGES handbook can be used to reinforce information and skills presented in the STAGES program.

Evaluation Procedures

In an Awareness Presentation the procedures used to assess the effectiveness of STAGES are presented. The results of first-year evaluation procedures verify the effectiveness of the STAGES Project. These procedures can be repeated by each new site implementing the program.

Evaluating the Curriculum

One of the goals of the STAGES program was to show an improvement in math and reading achievement of children participating in STAGES. Both the reading and math are measured with the California Test of Basic Skills (CTBS). The test is administered to all participating students at the same time (within two weeks) before and after the project is implemented. Table 1 on the following page will help to determine the appropriate CTBS test to administer. Students should be given the same test level for both the pre and post test.

TABLE 1

CTBS TEST LEVELS

Grade	Level
K.6 - 1.9	B
1.6 - 2.9	C
2.5 - 4.9	1
4.5 - 6.9	2

CTBS RESULTS

First Year Mean Percentiles for Math and Reading

Subject	Comparison Pre	Comparison Post	Project Pre	Project Post
Reading	47	45	54	61
Math	50	36	52	48

To determine if the goal to improve the self-concept of children was reached, students participating in the STAGES program should be administered a self-concept scale. Students participating in the first year of STAGES were given the Behavior Rating Profile (Brown and Hammill, 1978) before and after the project was implemented.

The first year results of the self-concept rating scale can be presented during an Awareness Presentation to demonstrate the effectiveness of the Project.

TABLE 2

BEHAVIOR RATING PROFILE

Points of Improvement

Dimension	Comparison	STAGES
Home	-0-	+ 1.2
School	- 0.4	+ 1.3
Peers	+ 0.3	+ 1.5

To determine if children in the STAGES program reduce the number of absences, school attendance records can be monitored.

Evaluating the Parent and Staff Components

Evaluation of parent groups and school staff can be obtained by having participating parents and staff members complete rating sheets (see Appendix C) at the end of presentations or meetings. The effectiveness of these meetings can be assessed by averaging out the rating scores (range of 1-5).

First year results showed the following trends of parent and staff rating scores.

TABLE 3

Statements	Average Score Parents	Staff
Were the objectives of the meeting met?	4.61	
Was the information presented useful?	4.68	
The services provided were helpful to the students from my class who were involved.		3.96
The goals of the STAGES project were clear.		3.79

Budget Planning

STAGES has been designed so that it can be implemented with existing staff. The curriculum can be utilized with a complete class by the regular classroom teacher. The Parent Education component can be lead by a psychologist, counselor, principal, or teacher. Therefore, once the products are purchased, there is no other expense for additional personnel.

Materials needed to implement STAGES are:

- o STAGES Curriculum. . . a copy for each STAGES leader
- o Implementation Guide . . .included with curriculum
- o STAGES Handbook. . .to be distributed to parents and staff; additional copies may be purchased at a minimal expense each year
- o Audiotapes . . .supplemental tapes of relaxation exercises
- o Task Cards . . .supplemental activities related to relaxation exercises and curriculum concepts

Price lists can be obtained from the STAGES Project Office.

SELECTING STAGES PARTICIPANTS

Staff Selection

Coordinator

The site coordinator of STAGES can be any staff member concerned about the effects of a family transition on students' concentration and performance in school. The term "family transition" primarily refers to marital separation, divorce, or death. Other transitions affecting a child's academic achievement are a new sibling, moving, a relative moving in or out, remarriage, or blending families. Children experiencing these changes may also benefit from the STAGES program.

The coordinator must be committed to helping students and teachers understand the process that results from a major change in the family. The best coordinator will be one who can promote change and whose interest and enthusiasm will motivate other staff members in the school.

Responsibilities will be to oversee the evaluation procedures, support and advise teachers implementing the curriculum, coordinate the parent education program, and order additional materials required.

Curriculum Leaders

Curriculum leaders are those who utilize the curriculum with students. The STAGES curriculum has been designed for use by any school staff member interested in becoming more personally involved with students. Students who are experiencing stress as a result of a transition in their family can benefit from involvement and support from school staff.

Leaders need to be sensitive and interested in the "affect" of their students. They must be willing to schedule time into their day for STAGES lessons. Two or three 30-minute time periods each week are recommended. It is also important that leaders be able to recognize when a student's behavior becomes more maladaptive and in need of referral services of a counselor or psychologist.

Identifying Students

All students can benefit from the STAGES curriculum. The content of the lessons addresses a variety of stressful changes (from losing a pet to getting braces). However, students experiencing a family transition are the focus of the STAGES program and the students who need to be identified and evaluated. The types of transitions or home environments that qualify a student as part of the target population are:

- Parents separated or in the process of divorce
- Child living with one parent due to divorce or death
- Parents are divorced and child is living in a home environment involving remarriage or natural parent living with another person
- Child living in a home where there are frequent or prolonged absences of one parent due to job/career responsibilities

The identification of these students can be conducted in several ways.

1. Often the teacher is aware of these situations and can identify students. Identification sheets can be distributed to teachers for this purpose (see Appendix D).
2. School records or emergency cards can be used to identify students living in changing home environments.
3. Students can be given the opportunity to refer themselves for the STAGES program. This can be accomplished by having a STAGES leader talk to classes about the STAGES program and offering students an opportunity to ask to participate.
4. A school-wide letter may be sent to all parents informing them of the STAGES program. Parents can then request that their children be included in the STAGES program.

Involving Parents

After students have been identified, it is important that parents be notified. If every student in a classroom will be participating, it is not necessary to obtain permission. However, we recommend that a note be sent home to inform parents about the STAGES program. If a child is going to be pulled out of class or separated from their classmates to participate in STAGES, it is imperative that parent permission be obtained before beginning sessions (see Appendix E for a sample permission letter).

IMPLEMENTING STAGES

Background and Model

The STAGES curriculum is based on the Kubler-Ross paradigm presented in On Death and Dying. Dr. Kubler-Ross found that people afflicted with terminal illnesses undergo a sequence of reactions after learning of their illness. Since Dr. Kubler-Ross's theory was first published, research has shown that people experiencing other stressful changes, such as divorce, also have the same sequence of reactions.

STAGES has found the Kubler-Ross model to be accurate in describing reactions of children to stressful changes in their home/family life. The research in this area indicates that passing through the stages is a normal and necessary process. It is important that children be allowed to experience each stage. Attempts to hinder this process often delay a child's progress and his or her ability to accept the change. However, children need to learn appropriate ways to exhibit their feelings (particularly anger). The goal of the STAGES curriculum is to help children understand this process and to learn acceptable ways of exhibiting their feelings.

If a child gets "stuck" in a stage, it is an indication that the child may need outside help or counseling. The maladaptive symptoms, which are listed below in the descriptions of each stage, are indications that a child needs more intensive help and should be referred to a counselor or psychologist.

When we experience a sudden or unwanted change in our life, we go through many feelings and reactions. This series of feelings, or stages, is part of a natural process that helps us to adapt to and eventually accept change.

Denial
Definition: Pretending that a change has not occurred.
Normal Symptoms: Fantasize that change has not occurred or is temporary.
Maladaptive Symptoms: Prolonged fantasy; inability to distinguish reality from fantasy.

Anger
Definition: Feeling angry that a change has occurred; may blame self or others.

Normal Symptoms: Mild illnesses or injuries; nervousness; acting out; anger directed at unrelated parties.
Maladaptive Symptoms: Prolonged phobias; nightmares; compulsions; uncontrolled violence.

Bargaining

Definition: Promising to do something or trade something in order to "undo" change.
Normal Symptoms: Threats; promising; angelic behavior.
Maladaptive Symptoms: Continual tantrums; preoccupation with controlling.

Depression:

Definition: A feeling of loss or sadness because we miss the way things were before the change.
Normal Symptoms: Apathy; withdrawal; loss of interest; daydreaming.
Maladaptive Symptoms: Loss of appetite; self-destructive; helplessness.

Acceptance

Definition: Ability to passively adapt to change and resume normal activity level.
Normal Symptoms: Lift of apathy; mechanical responses.
Maladaptive Symptoms: Pretending to have passed into acceptance, without having really gone through previous stages.

Hope

Definition: Still might wish for things to return to the way they were, but able to see good things that resulted from the change.
Normal Symptoms: Renewed interest in old activities; return of sense of humor.
Maladaptive Symptoms: Sarcasm; pseudohope; still in denial.

Parent Education STAGES Program

The Parent Education Program can be presented in two to six meetings. We have found that four meetings, once a week, for two hours, is the most productive format. It is important to specify the time frame and stay within that frame for the duration of the meetings. If you wish to avoid turning the group into a group counseling session, it must be made clear to parents that the Parent Education meetings are informative not therapeutic. If a trained counselor or psychologist is leading the meetings, the proposed framework is flexible enough so that meetings can be both informative and therapeutic.

The STAGES Handbook provides the format for the Parent Education Program. On the first night the group leader(s) can review the background of the STAGES Program. The Awareness Presentation material may also be useful for this meeting.

On the second meeting the STAGES model can be introduced. The STAGES Handbook explains each STAGE (Denial, Anger, Bargaining, Depression, Acceptance, Hope) and the symptoms of each STAGE.

Personality types can be introduced the third night. The Handbook explains how different personality types respond to stress. This helps parents understand how two children can be experiencing the same feeling, yet behave very differently.

On the fourth and last meeting, tips and strategies for single parents and step-parents can be shared and discussed.

Copies of the STAGES Handbook can be ordered to distribute to parents at the close of the Parent Education Program. The Handbook includes an informative bibliography for parents.

Curriculum

The STAGES curriculum consists of 39 lessons designed for classroom use and/or a small counseling group setting and 15 lessons designed exclusively for small counseling groups. The latter lessons deal direclty with changes that occur in the family, while the former lessons deal with a variety of changes that children experience.

The STAGES curriculum is divided into seven sections. The first section, Introduction, focuses on understanding change and stress. The following six sections focus on the six stages. There are two levels for each lesson: Primary--for grades K - 3; Intermediate--for grades 4 - 8. This may vary according to the sophistication of the students.

Each lesson is written in an outline form to facilitate the preparation and presentation of the lesson. The following terms are used throughout the curriculum:

SCENE: goal of the lesson
FOCUS: behavioral objectives
PROPS: materials needed
SCRIPT: introduction to the lesson
ACTION: student activity
FINALE: summary
ENCORE: a transfer activity for outside the classroom
EPILOG: additional optional activity

Classroom Curriculum

With the exception of Introduction and Hope, each section has six lessons, all following a similar format.

I. Definition of Stage

Denial	Act 5
Anger	Act 11
Bargaining	Act 17
Depression	Act 23
Acceptance	Act 29
Hope	Act 35

General format and implementation suggestions:
- Defines stage
- Includes a story to review the previous stage
- Includes a story or play to introduce the new stage
- There are no right or wrong answers to questions
- Encourage all students to share ideas
- Remind students going through each stage is normal and healthy
- Some students will not understand concepts at first--this is fine--they will in later lessons

II. Experiential Activity

Denial	Act 6
Anger	Act 12
Bargaining	Act 18
Depression	Act 24
Acceptance	Act 30
Hope	Act 36

General format and implementation suggestions:
- Activity (such as art project) used to reinforce understanding of stage
- Requires most preparation time--check PROPS day before
- Allow for freedom and creativity
- Avoid making value judgments about student's work/opinions
- Continue relating activity to the stage throughout the lesson

III. Script

Denial	Act 7
Anger	Act 13
Bargaining	Act 19
Depression	Act 25
Acceptance	Act 31

General format and implementation suggestions:
- Short plays and incomplete scripts used to demonstrate how different people react in each stage
- The four characters are used in every stage
- Encourage students to think about which character they are most like
- Convey to students that although we may all feel similarly, we can choose the way we react

IV. Alternatives and Resources

Denial	Act 8
Anger	Act 14
Bargaining	Act 20
Depression	Act 26
Acceptance	Act 32

General format and implementation suggestions:
- Students discover resources available for coping with feelings associated with each stage

V. Recommendation

Denial	Act 9
Anger	Act 15
Bargaining	Act 21
Depression	Act 26
Acceptance	Act 31

General format and implementation suggestions:
- Students practice making recommendations for alternative behaviors using ideas from previous lesson
- Allows students a chance to apply new skills

VI. Relaxation

Denial	Act 10
Anger	Act 16
Bargaining	Act 22
Depression	Act 27
Acceptance	Act 32
Hope	Act 37

General format and implementation suggestions:
- Presents relaxation techniques to help students deal with stress
- Suggestions for implementing the relaxation section
- Participation should be voluntary
- If students are unable or unwilling to participate, allow them to sit quietly (do not punish or penalize)
- It may be difficult for students to adjust to relaxation activities. Students may be noisy or feel uncomfortable. This is natural.
- Let students know that at first relaxation is often difficult and that it is all right to find it difficult. It becomes easier and more enjoyable with practice.

Relaxation Suggestions:

- o It may be helpful to demonstrate exercises before having students do them and to monitor each student individually.
- o Turn lights off.
- o Do exercises while listening to soft slow-moving music.
- o While relaxing, it may be helpful for students to say a calming word to himself, such as: quiet; relax; resting.
- o If students are having a problem exhaling try:
  - o Exhaling on student's hand so he/she can feel the flow of air
  - o Having student practice using a large whistle, flute-like toy, party horn, harmonica, blowing plastic bubbles, or party blowers

    - Having students blow a ping-pong ball, tissue, or piece of paper across top of table.
    - Blowing soap bubbles/pinwheel.
- If students are having a problem inhaling try:
    - Having student sip on a straw, then inhale
- For visualization exercises the audiotapes may be used or the script in the lesson can be read by the leader.
- Speak in an audible and soft voice.
- Speak slowly and rhythmically, saying the words as you breathe out and pausing as often as you like. The pauses are very relaxing for students.
- As students begin to relax and focus, you may have a student in the class who has a particularly hard time relaxing. He/she may breathe heavily or his/her body may twitch. It is best to go over by this student and pat him/her on the back very gently. Keep talking in a soft and audible voice.
- Don't worry about students who do not close their eyes. Many people can daydream with their eyes wide open.
- If there is a student who is particularly noisy or does not want to participate in the exercise, talk with this student before you go any further. See if he/she is willing to try this as an "experiment" to give you information about relaxing. Most students enjoy this type of exercise. However, if the first time or two is a little difficult, that is okay.
- Expect some of the students to not have an experience with the daydream. Share with them that it is all right that they did not have a daydream this time and perhaps they would like to have one another time.
- If a student cries or seems emotional, mention that tears are a release to the body and that when the body relaxes, so do emotions. Tears are fine.
- Some students may not choose to share their daydream experience and that is fine.
- Be certain all students are alert before starting to share experiences. As bodies relax, some students might feel like going to sleep. If they do go to sleep, wake them gently.
- Students may share all kinds of stories about their experience. Let them know that whatever is shared is okay. Some students may not have followed the story and may share something else that was important for them. That is all right, too.

When STAGES lessons are in progress, it is important that the climate be different than it is during an academic lesson.

- Sharing should always be optional.
- There should be no "wrong" answer.
- The leader should model appropriate listening skills.

Counseling Group Curriculum

Philosophy

The counseling curriculum was developed to focus on the actual feelings and problems of children from families in transition. The nature of these small group lessons is therapeutic, in contrast to the classroom curriculum, which is more educationally based.

The purpose of the counseling curriculum is to provide a chance for students to:

- Share their feelings with other students about the change in their family.
- Understand their feelings and reactions to the change.
- Learn new ways to deal with the change.
- Develop self-confidence in their ability to deal with change.

Group Process

When implementing STAGES curriculum in a small group, certain agreements should be made among group members.

- Confidentiality

  It is essential that all group members understand the importance of keeping what is said in the group confidential.

  If the leader questions the confidentiality of any group member, it is recommended that the member be spoken to outside of the group.

  If any member shares something inappropriate (incest, abuse), the leader should stop the member and meet with that member individually.
- Listening Skills

  It is recommended that the students sit in a circle during the group.

  Students should be encouraged to demonstrate good listening skills and maintain eye contact during the group time.
- Voluntary Participation

  Sharing during group time should be optional. Some members may not be ready to share, but will benefit from listening to others.

Avoid letting one student monopolize group time.

- o Acceptance
  Avoid making value judgments of what is said by students.

  Summarize what students say for feedback to student and group.

  Let students know you appreciate their sharing.

Curriculum Format

The small group curriculum is arranged in the same format as the classroom curriculum. There are three lessons in the Introduction and two for each stage

The first lesson in each stage includes a story about a fictional family in the process of a divorce. The second lesson is a follow-up and allows students the chance to talk about their own families.

These lessons can be used in conjunction with the classroom curriculum so that more time can be spent on each stage.

It is recommended that groups meet two or three times a week for 30-45 minute intervals.

The material presented here is a guideline for successful implementation of STAGES. Each individual is encouraged to adapt the STAGES program to meet their needs and teaching style. We hope STAGES is as beneficial to you as it has been for us. If you are in need of further support, we are available for consultation. Contact the STAGES Project Office, IRVINE UNIFIED SCHOOL DISTRICT, 31-B West Yale Loop, Irvine, CA 92714--tel: 714-552-4882.

421

APPENDIX A

Community Letter to Assess Critical Need

Dear Parents,

Recently we have observed an increasing number of children in our school who are part of a single-parent family or a blended family. Often these changes are difficult for a child to accept and can affect his or her educational growth. For this reason we are considering implementing a program that teaches children skills to adapt to stresses and major changes in their lives.

Before this program can be implemented we need information regarding the number of single-parent or blended families and interest in this type of program. We would appreciate your filling out the lower portion of this sheet and returning it to school with your child. It is not necessary to put your name on this survey.

Thank you,

Principal/Psychologist

Our family is composed of ________ children
(number)

1) two natural parents
2) one natural parent; one step-parent
3) one natural parent; extended family members (grandparents; aunt; uncle)
4) one natural parent; significant others
5) one natural parent
6) other ________________________________

We ☐ would be interested in a program that helps children adapt to stressful changes affecting their academic growth.

☐ would not be

APPENDIX B

GOALS	ACTIVITIES	EVALUATION
1. Children participating in STAGES will improve beyond expectations in a) math and reading achievement b) self-concept c) reducing unexcused absences and tardiness	Classroom curriculum lessons Counseling curriculum lessons	CTBS math and reading test scores Self-concept scale Attendance records
2. Staff members participating in STAGES will improve in their ability to respond to children experiencing stressful changes.	Awareness presentation to staff Staff training implementation in-service Staff development STAGES handbook	Staff evaluation of awareness presentation Staff evaluation of in-services Self-assessed evaluation of new knowledge
3. Parents of children participating in STAGES will improve in their ability to meet their children's needs.	Parent groups Distribution of STAGES Handbook	Parent evaluations of parent group Self-assessed evaluation of new knowledge

APPENDIX C

Rating of STAGES Presentation

MEETING/WORKSHOP EVALUATION

Meeting Topic: ______________________________

Meeting Date: ____________

	Low				High
1. Were the objectives of the meeting met?	1	2	3	4	5
2. Was the information presented useful?	1	2	3	4	5

Comments/Suggestions: ______________________________

APPENDIX D - Identifying Participants for STAGES

School ______________________________

Teacher ______________________________

Grade Level ______________

TO: Staff
FROM:
SUBJECT: Identifying students for STAGES - an Educational Program for Families in Transition
DATE:

Please submit this list of names to: ______________________________

due on: ______________________________

We are in the process of identifying students living in the following home environments:

1. Parents separated or in the process of divorce.
2. Children living with one parent due to divorce or death.
3. Parents who are divorced and the child is living in a home environment which involves remarriage or natural parent living with another person.
4. Children living in a home where there are frequent or prolonged absences of one parent due to job/career responsiblities.

Here is a list of names of students in your classroom who might benefit from this program.

If known, indicate the type of home environment using description 1, 2, 3, or 4 listed above. Also indicate need areas in appropriate space.

If you know of additional students who fit one of these categories, please feel free to list their names.

		NEED HELP (Please check✓)			
NAME	CATEGORY 1,2,3,4	ACADEMIC	SOCIAL BEHAVIOR	TARDIES	COMMENTS
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

APPENDIX E

PARENT PERMISSION LETTER

Dear Parent,

Through the efforts of ______________________ (school staff/ principal), our school has obtained curriculum from a project entitled STAGES, Education for Families in Transition.

The STAGES Project uses classroom and counseling curriculum to help children become aware of and deal with feelings caused by stressful changes. While the project was initially developed to help children adapt to changes in the home environment (such as marital separation, divorce, or remarriage), it has been expanded to help children adapt to any stressful change (from getting glasses to losing a pet).

Students taking part in this project will be involved in evaluation procedures to measure academic growth and self-concept. The results of these tests will be confidential and are available to you at your request.

If you choose to permit your child to participate in this program; please sign the attached tear-off sheet and return it to your child's school. If you have any questions, please contact (coordinator)________.

Sincerely,

Principal or Coordinator

- -

__________ I agree to have my child participate in the STAGES program.

__________ I do not wish to have my child participate in the STAGES program.

______________________________ Parents Signature

______________________________ Date

______________________________ Child's Name

APPENDIX F - Letter to Parents to Invite Them to Parent Education Groups

Dear Parents,

The STAGES program has been well received by parents and teachers at (Name of School). There are presently over (#) students involved in small groups and (#) of classrooms participating in generalized classroom discussions. Thus far, students have discussed what a family means to them, changes that occur in families, how these changes can result in stress and how people experience stress differently. Students have also discussed one of the stages that people may go through under stress: denial. During the next few months, students will be learning about other stages, including anger, bargaining, depression, acceptance and hope.

Along with small group discussions and large classroom lessons, students are also able to make individual appointments with me during the week to have a personal counseling session. I have enjoyed having contact with many of you and appreciate your continued interest in your children's growth and development.

Several of you have mentioned that you would like more information about how your children are doing in the program and how you may be able to help them at home. As a result of your interest, I will be offering parent groups, in the evening, once a week, for six weeks. BABYSITTING WILL BE PROVIDED. The parent groups will offer a variety of informative discussions regarding family changes and stress and how this may affect you, your family, your child and his or her education.

Our first meeting will be (Date), from (Time) at (Place). At this meeting you will receive information about the STAGES program that your child is involved in and be offered some ideas on how to help your child through changing times at home. I am also interested in hearing from you ways in which I can best meet your needs at these meetings.

The following meetings will also be on (Day of Week) evenings: (Dates).

Listed below are some of the topics that I am interested in presenting to you during these meetings. Please check those that are of particular interest to you, and return this paper to school with your child.

Thank you. I am looking forward to seeing you at our first meeting!

Sincerely,

Principal/Project Counselor/Psychologist

________ YES, I AM INTERESTED IN ATTENDING THE STAGES PARENT EDUCATION MEETINGS AND I AM INTERESTED IN THE FOLLOWING TOPICS:

________ Discussion of STAGES program and overview of small group discussions and classroom lessons.

________ Personality and stress--how adults and children may vary in their experience of stress and family changes.

________ Suggestions for helping children through changing and stressful times.

________ Individual parent group time for discussion of personal needs and concerns.

________ Other ________________________________

________ NO, I WILL NOT BE ABLE TO ATTEND THE MEETINGS.

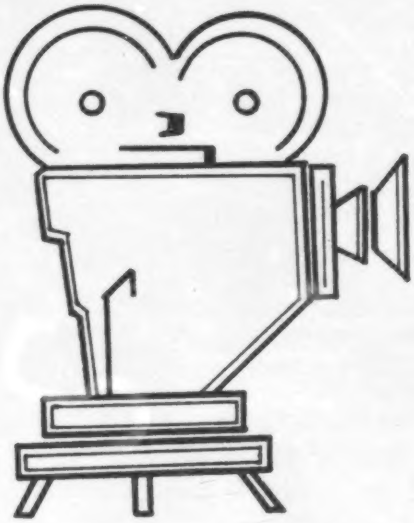
________________ Parent's Signature

________________ Child's Name

________________ Child's Teacher

STAGES

Section X



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